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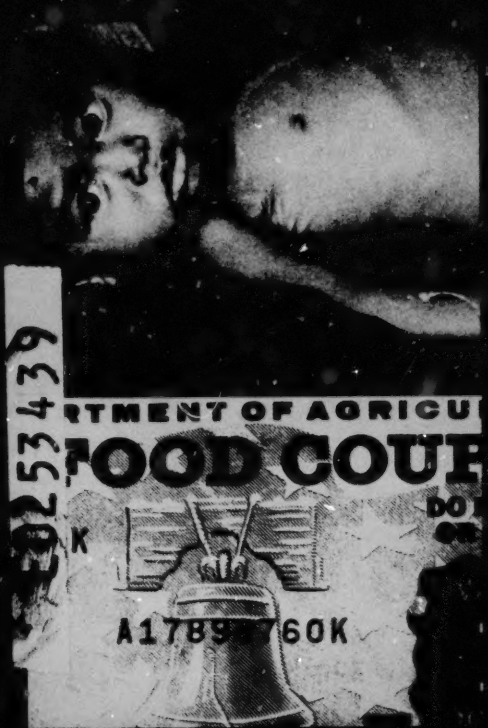
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ABSTRACT

Designed to accompany a student activity packet on issues related to world hunger, this teacher's manual provides 12 units of study at the high school level. Materials are presented from a Christian perspective. The following topics are covered in separate chapters: introduction (justice and the right to food), the dimensions and scope of the hunger problem, why people are hungry (poverty, land use, the international economy, the arms race, resource abuse, misplaced priorities), overcoming hunger (insights from international conferences and examples of hungry people's improving lives), U.S. policy options for overcoming hunger, ethical issues surrounding the hunger problem, biblical perspectives on hunger, churches' efforts to deal with the problem, the Bread for the World organization, and case studies of Christian efforts to help alleviate world hunger. For each unit, objectives, background readings, lesson plans, extension activities, and resources for further study are provided. Prayer services are occasionally included. An evaluation concludes the guide. Attached to this copy of the teacher's manual are materials from the action packet, also available separately. Included are: a publications catalog, a song, a book of prayers, a drama, a guide to effective letter writing on hunger issues, and tips on using the media to promote a U.S. hunger survey. (LP)

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WHEN I WAS HUNGRY

*A Hunger Course
For High School Students*

Teacher's Manual

50 015 745

Who are the hungry?
Why are they hungry?
What can we do?

1980

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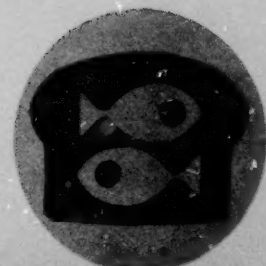
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INTRODUCTION

The Bread for the World Educational Fund was founded by Bread for the World, a Christian citizens' movement in the United States which addresses the basic causes of hunger. It provides programs and materials for churches, schools and local Bread for the World groups in order to deepen their understanding of the hunger issue as well as their appreciation of the connection between our life of faith and concern for the hungry.

We offer this Student Packet, Teacher's Manual and the Action Packet as part of our educational service on hunger and related issues. It is our hope that these materials will help you make world hunger a current and compelling issue for high school communities within the United States. All such educational material can only be utilized as tools for your work in your own particular situation. You know your situation best, what will work and what will not be possible. With this in mind, we have attempted to offer suggestions for activities both in the Student Packet and the Teacher's Manual. It was not our intention to suggest that all the activities should be used. They are merely offered as suggestions.

The following is a general outline of the topics that are touched on in each of the sections of the Student Packet:

1. INTRODUCTION: Justice and the Right to Food
2. IT'S A HUNGRY WORLD
 - dimensions and scope of the problem
3. WHY ARE PEOPLE HUNGRY? PART I
 - poverty; land use; international economy
4. WHY ARE PEOPLE HUNGRY? PART II
 - arms race; resource abuse; wrong priorities
5. OVERCOMING HUNGER: IT'S POSSIBLE
 - insights from international conferences
6. OVERCOMING HUNGER: IT'S HAPPENING
 - examples of hungry people's improving lives
7. OVERCOMING HUNGER: WHAT CAN THE U.S. DO?
 - U.S. policy options
8. HUNGRY PEOPLE: THE ETHICAL ISSUES
 - values and attitudes involved in the issue
9. BIBLICAL PERSPECTIVES ON HUNGER
 - God's concern for justice

10. WHAT ARE THE CHURCHES SAYING AND DOING?
- teachings as well as concrete examples
11. BREAD FOR THE WORLD
- what it is and how it works
12. LIVING SIMPLY: THE CHALLENGE AHEAD
- case studies of Christian responses

BREAD FOR THE WORLD EDUCATIONAL FUND
802 Rhode Island Avenue
Washington, DC 20018

The Teacher's Manual provides you with the following items in each chapter:

- objectives for the chapter;
- background reading for the teacher in preparation for teaching the chapter;
- lesson suggestions;
- activity suggestions; and,
- resource material available on the topic under consideration.

We strongly encourage you to pray with your students during the time you use this course. In some cases, the prayer service is printed in the student booklet. When it does not appear there, a prayer service is included in the Teacher's Manual for that chapter. You may want to use the service at the beginning or at the end of the chapter.

In addition to the items mentioned above, the Teacher's Manual contains a copy of the student text, the book Bread for the World, BFW background papers on a variety of hunger issues and the booklet, "The Right to Food: Humanist Perspectives."

Four other resources would also be useful to you in teaching this course:

1. A membership in Bread for the World -- a year's membership costs \$10. The address is: Bread for the World, 32 Union Square East, New York, New York 10003.
2. The Earth Is the Lord's, by Mary Evelyn Jegen and Bruno Manno, eds., (New York: Paulist Press, 1977). \$4.95.
3. Growth with Equity, Mary Evelyn Jegen and Charles Wilbur, eds., (New York: Paulist Press, 1978). \$4.95.
4. Cry Justice: The Bible on Hunger and Poverty, Ronald J. Sider, (New York: Paulist Press, 1980). \$2.45.

All three books are available from the Bread for the World Educational Fund.

CHAPTER 1: JUSTICE FOR ALL

OBJECTIVES

1. To come to a common understanding of what the words "right" and "justice" mean.
2. To come to a common understanding of the fundamental components of a fully human life.
3. To discuss the Christian conviction that every person has the right to a fully human life.
4. To establish the concept of the right to food.
5. To explore what Jesus showed us: namely, that to work to bring about justice results in the living of a more fully human life.

OVERVIEW OF CHAPTER ONE

The first chapter of the student text invites the students to reflect on three situations where the concept of justice is involved. Each situation is followed by questions for reflection and discussion. The chapter discusses some of the components of justice. The students are also asked to reflect on the connection between seeking justice and being a fully human person. The connection between seeking justice and Jesus' ministry and teaching is also mentioned (although it is treated more fully in chapter nine). The concept of human rights, especially the right to food, is examined. The chapter ends with a prayer service.

PREPARATORY READING

In preparation for the work in this chapter we suggest that the teacher read the article by Mary Evelyn Jegen in the booklet, The Right to Food: Humanist Perspectives. (All the articles that are suggested in this 'Preparatory Reading' section are contained in the Teacher's Manual.)

LESSON SUGGESTIONS

1. Prior to handing out the course packet, ask the students to discuss the words "right" and "justice." What do they perceive to be basic rights of all people, and to what extent? Ask the students to explain the concept of justice in terms of human rights. Then hand out the booklets, and begin with the first chapter.

2. Have the students, working in groups, come up with a way to teach a group of young children what "justice" means. Be sure to have them include the connection between genuine love and justice. Have the students present their models to one another and talk about their strengths and weaknesses.

3. Help the students to construct an imaginary interview with Jesus. Instruct the students to ask him his views on the problems of the hungry. Ask the students what they think he would say about the situation. Would he think this was a problem that should concern everyone? What encouragement, if any, would he offer to people concerned about the hungry? Ask the students to work together in acting out or reading the interviews for the class.

4. Hunger is a hard thing to think about and to study. For many of us, it is very far away from our everyday lives and experiences. Have the students come up with three ways to bring the reality of hungry people to the attention of the well-fed people of the world. Have the students explain their reasoning behind their plans, and ask them to share their work with each other. The students may want to consider doing one of these projects.

5. Through a lecture, develop 1) the biblical concept of shalom; 2) the connection between justice and the worship of God as it exists in the Judaeo-Christian experience; 3) the reasons why justice is the foundation of peace; and, 4) the concept of human rights and responsibilities within biblical tradition.

6. Bring in a treat (candy, popcorn, etc.) and give it to only one-third of the class, or assign homework to two-thirds of the class, and give the other one-third none. Then ask the class to discuss its reaction to this.

7. Ask the students to explain the concept of consistency in their own words. Ask them for examples from their own daily experience where consistency is important. What does consistency have to do with justice?

ACTIVITY SUGGESTIONS

1. The right to food has been a part of the students' discussion about the things that are essential to a fully human life. Tell the students to interview five different people outside the class. They should ask each of them if s/he thinks everyone has a right to food. They should be sure to get the reasons for their answers. Ask the students to bring their results back to the class to discuss them.

2. Have the students keep a journal of their thoughts, insights and feelings as you go through this course. The journals could be presented to the teacher each week, once a month or twice a semester.

3. Have the students bring clippings out of the newspaper that deal with human rights and justice issues. In what ways do the articles address these issues?

4. Have the students contact agencies in your community that are helping people to achieve their basic human rights. Instruct the students to find out what the agencies are doing. Take the class to visit an agency, or invite a representative of an agency to come and talk to the class (i.e., food programs, medical clinics, legal defenders).

5. Construct an activity in which a group of six people can participate. Give the group a task to accomplish. Divide the work so that each person has something to do. Be sure each person's task is absolutely necessary to the completion of the project. Instruct the students to report to one another on what they did and on the results of their shared cooperation. The goal of this project is to give the students an experience of working together. Suggested activities: a) a research paper on school lunch and breakfast programs that are offered in your community; b) class presentation on a developing country; c) a third world meal for the class to share in at lunch time during the time that you are doing chapter three.

RESOURCES

Books

Thomas Fenton, Education for Justice, (Maryknoll, New York: Orbis Books, 1975).

John Haughey, ed., The Faith that Does Justice, (New York: Paulist Press, 1977).

David Hollenbach, Claims in Conflict: Retrieving and Renewing the Catholic Human Rights Tradition, (New York: Paulist Press, 1979).

Brian Wren, Education for Justice, (Maryknoll, New York: Orbis Books, 1977).

Films

"The Right to Develop," the second in a series of three film strips entitled, "Justice in the World" from Paulist Press.

Addresses for ordering books and films are given at the end of the Teacher's Manual.

CHAPTER II: IT'S A HUNGRY WORLD

OBJECTIVES

1. To become better informed about the reality of global inter-dependence.
2. To study the uneven distribution of the world's resources and to discuss some of the implications of this.
3. To come to an appreciation of the extent and scope of the problem of hunger.
4. To examine the concept of global community.
5. To consider the quality of life experienced by large numbers of people in our world and to discuss what their needs mean to us.

OVERVIEW OF CHAPTER TWO

The second section of the Student Packet starts off with a brief introduction and an information quiz. Students are not expected to get all the answers right. There are several exercises built around the quiz. This should lead them to see that there is a lot that they do not know about the world in which they live. The next idea which the students encounter is that the world we live in is a hungry world. This idea is immediately followed by the declaration of Governor Walker proclaiming Illinois a world state and its citizens world citizens. There are several discussion questions here about membership in a global society. The rest of the second section is taken up with material which illustrates the world's unequal distribution of basic goods and services. There are a variety of student assignments in this part as well. Students are invited to prepare a prayer service using a passage from Paul's letter to the Corinthians as a focal point.

Answer Key to the Quiz: 1) A; 2) A; 3) B; 4) B; 5) A; 6) A; 7) D; 8) C; 9) C; 10) B.

PREPARATORY READING

In the teacher's preparation for this chapter, we suggest reading the following:

1. Chapter one of Arthur Simon's book, Bread for the World.
2. The BFW background paper entitled, "World Military and Social Expenditures," (#21).

3. The BFW background paper entitled, "A Case for Nutrition Monitoring," (#44).

LESSON SUGGESTIONS

1. Divide the students into groups: either "rich" and "poor" countries or "first," "second," "third," and "fourth" worlds. Have the students spend some time doing current research on the countries chosen. Perhaps the class would want to invite resource people to come and talk about their countries. Give the groups a chance to talk and to establish their identities within each group. Have each group choose a representative. Help the students hold a panel discussion with these representatives, asking them to discuss their positions on the problem of hunger. After the discussion, take some time to get feedback from the class. Did the students feel they accurately represented their countries? In light of what they heard, is the existing world order agreeable to them?
2. Ask the students to divide up into groups and discuss why it is helpful to know the causes of a problem in order to solve the problem. Ask the students to give some examples of instances where knowing the causes of a problem helped them to do something constructive about the situation.
3. Have the students seriously consider their own diets. How much of what they eat does not contribute to their nutritional well-being? Encourage the students to discuss the over-nutritional side of malnutrition and its implications for health, eating habits and Christian lifestyle.
4. Ask the students, from what they have learned in this chapter, to describe the life of a person of their age living in Haiti. After they have written their descriptions, instruct them to compare the Haitian person's life with their own lives. How are their lives different? How are they the same?

ACTIVITY SUGGESTIONS

1. Have the students take the charts offered in this section home to their families. Ask them to discuss the facts presented, and to ask for the reactions of their family members. Then have the students write a summary of what happened and bring it into class to share with the other students.
2. Instruct the students to spend some time with a younger person, a middle-aged person, and a senior citizen. The students are to ask these people what they think the first, second, third and fourth

worlds are. The students should try to explain to each of their 'interviewees' what the plight of the hungry is. Have the students come back to class prepared to discuss their experiences. Ask the students to draw some conclusions about people's understanding and attitudes about the world in which we live.

3. Have the students take the PQLI chart and break it down so that a grammar school child could understand it. Tell them to create a colorful, easy-to-read chart for a chosen grade level. Have the class offer the chart to a grammar school in your area.

4. Have the students keep a scrap book of articles from the newspaper and from magazines that show the extent and causes of hunger in the world.

RESOURCES

Books

Larry Minear, New Hope for the Hungry?, (New York: Friendship Press, 1975), especially Chapter One.

Mariellen Procopio and Frederick Perella, Poverty Profile U.S.A., (Paramus, New Jersey: Paulist Press, 1976).

Films

"A World Hungry, #1" Teleketics (myths about hunger). "A World Hungry" is a five-part filmstrip series on hunger, its causes and solutions, as well as Christian responses to the hungry.

"The Faces of My Brother" and "The Face of Hunger," Maryknoll Film Libraries. Free rental, depicts the reality of hunger.

"The Way of Tea" and "Two People," Maryknoll Film Libraries. Free rental, offering cultural awareness.

"Tilt," American Friends Service Committee. \$5.00 rental fee, about the way in which the world's wealth is shared, cartoon form.

"Sahel--the Advancing Desert," Catholic Relief Services. Free rental, depicts the problem of the encroaching desert in the Sahel.

CHAPTER III: WHY ARE PEOPLE HUNGRY? PART I

OBJECTIVES

1. To develop an awareness of what it means to be hungry.
2. To provide a deeper understanding of the effects of hunger on the everyday lives of the poor.
3. To appreciate the importance of getting at the causes of a problem in an effort to eliminate that problem.
4. To examine some specific causes of hunger: poverty, control of the land and food production, and present economic, political and social structures.

OVERVIEW OF CHAPTER THREE

The opening section of this chapter seeks to remind the students that behind the facts and figures that they studied in chapter two, we are talking about real people. Then there is a section on the importance of understanding the causes of hunger if we are to eliminate hunger. While identifying the importance of charitable giving, the point is made that the underlying causes must be identified. The basic causes explored in this chapter are (a) poverty; (b) the roots of poverty in history and the present political and economic systems; (c) control and use of land; and, (d) insufficient food production in some areas.

PREPARATORY READING

In preparing for this chapter of the course, we suggest that the teacher read the following articles:

1. The BFW background paper entitled, "Land and Hunger Abroad," (#45).
2. The BFW background paper entitled, "Export Cropping in Central America," (#43).
3. The BFW background paper entitled, "Cultivating Malnutrition," (#38).
4. The BFW background paper entitled, "International Commodity Trade," (#35).
5. Chapters one, two, four and nine of Arthur Simon's book, Bread for the World.

LESSON SUGGESTIONS

1. A lecture on the causes explored in this chapter will reinforce what the students have studied.
2. Ask the students to imagine that they are U.S. agribusiness representatives. They should assume that their purpose is to launch a new project that will increase their company's profits substantially. Have them create a scene in which they would try to make plans to grow tomatoes in a rural area of Mexico. With whom would they discuss their plans? Who would they ignore or not bother with in their negotiations? Ask them what sorts of things they would consider. After the students have completed this exercise, encourage them to reflect on whether or not they liked the role they played. Have them share and explain their reactions.
3. Ask the students to compare and contrast comments from the colonial period in our own history with those of contemporaries in the third world who are seeking liberation from those external forces that control their lives and destinies (i.e., South Africa).
4. Have the students reread the statement of Pope John Paul at the beginning of this chapter. The students might want to construct a dialogue between a person in a developed country and someone in a developing country. Have two students discuss their reactions to this statement. Have the person from the developed country emphasize the charity response, and the person from the developing country emphasize the need for getting at the causes.

ACTIVITY SUGGESTIONS

1. Instruct the students to go through recent copies of weekly news magazines in the library. Tell them to find stories that describe domestic and international hunger situations. In their own words, have them re-write the article, paying particular attention to the information which explains why people are hungry.
2. Have the students visit the supermarket and determine what fruits and vegetables are imported by the United States.
3. Ask the students to look at their surroundings. Now that they know something about structures that keep people poor, they should be able to find a structure or system in their school or neighborhood that makes people feel powerless. Have them reconstruct that situation so that it is fair and just and responsive to the people. Is there any part of their reconstruction plan that could be implemented by the existing structure? Have the students discuss their findings in class after developing the reconstruction in small groups.

4. Divide the space in the classroom so that it reflects the information for one of the Asian countries noted in Chart 1. Make the 'dispossessed' students sit on the floor or stand while those who possess the land are able to sit in chairs and have plenty of room to spread out. Conduct part of the class in this way. Then ask the students to reflect upon the experience.

RESOURCES

Books

Dean Freudenberger and Paul Minus, Christian Responsibility in a Hungry World, (Nashville, Tenn.: Abingdon Press, 1976).

Susan George, How the Other Half Dies, (Montclair, NJ: Allanheld, Osmun and Co., 1977).

Piero Gheddo, Why Is the Third World Poor?, (Maryknoll, NY: Orbis Books, 1973).

Michael Harrington, The Vast Majority, (New York: Simon and Schuster, 1977).

Frances Moore Lappe and Joseph Collins, Food First: Beyond the Myth of Scarcity, (Boston: Houghton Mifflin Co., 1977).

Larry Minear, New Hope for the Hungry?, (New York: Friendship Press, 1975).

Arthur Simon, Bread for the World, especially Chapters One, Two, Three, Nine and Ten.

Films

"A World Hungry, #2," looks at the causes of hunger.

"Beyond the Next Harvest," CROP. Free rental, highly acclaimed film which presents the world food problem, its causes and cures.

"The Politics of Food," Mass Media Ministries. Rental fee \$15.00, stresses the political aspect of the hunger problem, calls for new priorities.

"International Trade Barriers," Mass Media Ministries. Rental fee \$12.50, examines the trade aspects of the hunger problem and the role played by multinational corporations.

Simulation Games

"Starpower," Simile II, P.O. Box 1023, La Jolla, CA 92037. \$3.00. Includes directions on how to make your own kit. Deals with the unequal distribution of wealth and power. Initially participants have a chance to progress from one level of society to another through trading. However, society soon becomes fixed and the group with the most wealth makes the rules of the game.

CHAPTER IV: WHY ARE PEOPLE HUNGRY? PART II

OBJECTIVES

1. To examine several other specific causes of hunger--including the arms race, abuses of the earth's resources, and the affluence explosion.
2. To examine the commonly-held assumption that poverty and hunger are the result of overpopulation.
3. To explore the question of political priorities involved in the hunger issue.
4. To reflect on the priorities of the people of the United States.

OVERVIEW OF CHAPTER FOUR

This chapter opens with a puzzle showing the major causes of hunger. The first cause discussed in this chapter is the drain of resources and funds caused by the arms race. The myth of overpopulation is discussed after brief mention is made about the ecological dimensions of the problem. The affluence explosion in the developed world is listed as another cause of hunger. The issue of political will and priority is raised at the end of the chapter.

PREPARATORY READING

In preparation for this chapter, we suggest the following:

1. The article by Barry Commoner entitled, "How Poverty Breeds Overpopulation."
2. Arthur Simon, Bread for the World, chapters three, five, ten, eleven and twelve.

LESSON SUGGESTIONS

1. Help the students explore the reasons why the defense budget has continued to grow larger and larger each year.
2. In a lecture, examine the concept of national security. Present to the students the concept of national security found in the Report of the Presidential Commission on World Hunger.
3. Review for the students the ideas contained in the article by Barry Commoner on poverty and overpopulation.

4. Before using Chart III, ask the students to make a list of ten things that they consider to be most valuable in their own lives. Then ask them to imagine what they would be able to go without if the well-being of someone in their family depended upon it. Then ask the same question of the students concerning the well-being of a friend. Then raise the question of solidarity with the poor of the world. Why do we feel solidarity with the poor? Why not. Develop the theological fact that we are all sisters and brothers because of our affirmation of the Fatherhood of God.

ACTIVITY SUGGESTIONS

1. Take the class on a visit to an agency in your town that works with poor people. Arrange for the class to interview the staff to determine the causes of poverty and hunger in your area. Help the students to make the connections between local poverty and hunger and international poverty and hunger (for example, the powerlessness of poor people--both in the U.S. and around the world--living under laws that affect their lives, but over the forming of which they have no influence).

2. With the class, look at the current Bread for the World newsletter and have the students ask their member of the U.S. House of Representatives about his/her position on the issues covered in the newsletter. They can call the representative's office in your area.

RESOURCES

See the listing at the end of chapter three of the Teacher's Manual. Two additional books that would be helpful are:

Bruce Birch and Larry Rasmussen, The Predicament of the Prosperous, (Philadelphia: Westminster Press, 1978).

Lester Brown, The Twenty-Ninth Day, (New York: Norton Press, 1978).

CHAPTER V: OVERCOMING HUNGER: IT'S POSSIBLE

OBJECTIVES

1. To examine major strategies that are being proposed to overcome poverty and hunger, especially those which focus on rural development and land reform.
2. To demonstrate the importance of political will.
3. To emphasize the importance of people's participation in their own development.

OVERVIEW OF CHAPTER FIVE

This is a complex chapter. Chapter five starts out with a quote from the Director-General of the United Nations' Food and Agriculture Organization (FAO), suggesting that we have the capability to overcome hunger and poverty. The students are then asked to come up with solutions to world hunger. Emphasis is placed on the issue of political will. From this point on, they are invited to examine some of the major strategies that have been proposed in the fight against hunger. Strategies that deal with rural development, land reform, and the redistribution of power are discussed. Issues of world food security, aid for self-reliance, and international economic order issues are discussed.

PREPARATORY READING

In preparation for this chapter, we suggest the following:

1. The BFW background paper entitled, "Taking Stock," (#36).

LESSON SUGGESTIONS

1. Since President Julius Nyerere's speech is used extensively in this chapter, present the students with some facts about Tanzania.
2. Explain to the students how the United Nations operates.
3. With the students, read the story of Joseph in the Book of Genesis (Genesis 41:46-57). Have the students discuss the implications of this story in connection with the call for an international grain reserve system.

4. Have the students write down a decision over which they had no power, but which had a direct effect on their lives or the lives of their families. Ask them to explain how that made them feel. Ask them if it is a good thing for people to have decisions made for them. Develop the importance of self-reliance in development.

5. This section is made up of a number of parts. One suggestion could be to break up the class into small groups and have each group work with a section. Then have each group present its part to the class as a whole.

ACTIVITY SUGGESTIONS

1. Simulate a meeting of the World Food Conference or the World Conference on Agrarian Reform. If you are interested in using an already-set-up simulation of the workings of the World Food Council, contact the U.N. Day Coordinator of the United Nations Association/U.S.A. at 300 East 42nd Street, New York, NY 10017. This simulation should be ready for distribution in September, 1980.

2. In his book, Bread and Justice, Jim McGinnis contrasts a "technological" view and a "social-political" view of how to move against hunger. Present these two views and have the students hold a debate with each side holding one of the following positions:

Technological View

The Problem: inadequate production

The Solution: a technological revolution

The Problem: Not enough food; not enough fertilizer, irrigation, modern equipment; not enough "know-how."

The Solution: Produce more food: The Green Revolution. More and better inputs (fertilizer, pesticides, etc.). More education. A NIEO that redistributes technology.

Social-Political View

The Problem: Land ownership and use.

The Solution: A social-political revolution.

The Problem: Land controlled by the few. Producing non-essentials for profit.

The Solution: Land reform. Land for local food needs first.

The Problem: Colonial patterns of trade: Export crops for financial survival.

The Solution: A NIEO that redistributes decision-making power in international economic and political institutions, so that these institutions can be fundamentally changed.

(Taken from James McGinnis, Bread and Justice, Paulist Press: New York, 1979.)

RESOURCES

Books

C. Dean Freudenberger and Paul Minus, Christian Responsibility in a Hungry World, especially chapter one and chapter two.

Larry Minear, New Hope for the Hungry?, especially chapter three.

Mahbub ul Haq, The Poverty Curtain, (New York: Columbia University Press, 1976).

North-South: A Program for Survival, The Report of the Independent Commission on International Development, under the chairmanship of Willy Brandt, (Cambridge, MA: M.I.T. Press, 1980).

PRAYER SERVICE

An important theme for this chapter and the next two chapters is hope. The prayer service at the end of Chapter Five should focus on the resurrection of Jesus as our source of hope. 1 Corinthians 15:20-28 and Ephesians 1:15-23 are suggested passages.

CHAPTER VI: OVERCOMING HUNGER: IT'S HAPPENING

OBJECTIVES

1. To demonstrate that important steps are, indeed, being taken which effectively address some of the causes of hunger.
2. To demonstrate that the most valuable resource any nation has is its own people; and that, given the opportunity and the training, the people themselves are able to accomplish what is necessary.
3. To encourage students that the elimination of hunger and its causes can be accomplished.

OVERVIEW OF CHAPTER SIX

Chapter six offers several recent, concrete examples of poor people learning and working together to improve specific problems they encounter in their daily lives. This chapter is significantly tied to the fifth and seventh chapters, because within the examples it becomes clear that overcoming hunger and poverty is possible, and that outside assistance can play a crucial and positive role in 'getting things off the ground.' The emphasis is on self-help development. The prayer service invites the students to reflect on the sharing of the gifts that God has given us.

LESSON SUGGESTIONS

1. Using the enclosed background papers, "Food Aid: Beyond Deploring" and "Can Food Aid and Development Aid Promote Self-Reliance?" as points of reference, give a lecture on the history of U.S. food aid--from the surplus disposal beginnings of Public Law 480 through the "new directions" mandate given in 1973. Emphasize that aid reform is a subject of great importance and on-going effort.
2. Contrast "self-reliance" projects and dependency projects. Ask the students why self-reliance is more appealing? Adolescents should readily appreciate this from their own experience.
3. Chapter one of the Student Packet affirms that every person has the right to a fully human life and to the conditions that make such a life possible. Show the students how these various projects are helping people to secure this right.

ACTIVITY SUGGESTIONS

1. Have the students form teams. Assign each team the task of contacting and interviewing the administrators of a local self-help project in the area. Each team should report back to the class with a description of the project and a general analysis of its work.
2. Have the class as a whole come up with an area of concern to the students in the school. Discuss possible ways of facilitating the solution of the problem--as advisors and as people involved.
3. Have the students contact church development agencies about self-reliance projects that the agency has helped to foster.

RESOURCES

Books

Ronald Sider, Rich Christians in an Age of Hunger, Downers Grove, Ill.: Intervarsity Press, 1977). Especially chapters seven and eight.

Dennis Shoemaker, The Global Connection: Local Action for World Justice, (New York: Friendship Press, 1977).

Films

"A Hand, Not a Hand-Out," CROP. Free rental, shows CWS/CROP self-help projects.

"More Than Food," CROP. Free rental, how CROP resources are used in northern Brazil.

"Paraiso," Maryknoll Film Library. Free rental, story about the work of a Maryknoll priest and his fight against injustice and oppression in Nicaraguan society.

"Sigaboy," Maryknoll Film Library. Free rental, small village in the Philippines where priest and people seek greater justice. Available in two parts for classroom use or in one 53 minute film.

"Something Beautiful for God," Time-Life Film Center. Also available from various church offices. Describes the work of Mother Teresa of Calcutta and her sisters.

CHAPTER VII: OVERCOMING HUNGER: WHAT CAN THE U.S. DO?

OBJECTIVES

1. To learn some specific facts about official U.S. policy on hunger and hunger-related issues.
2. To consider ourselves as participants in the process which shapes the direction in which the U.S. moves on hunger.
3. To appreciate the limitations as well as the possibilities inherent in U.S. policies on hunger.
4. To arrive at specific suggestions for directions in and improvements of American action on hunger issues.

OVERVIEW OF CHAPTER SEVEN

Chapter seven begins with a quiz on U.S. policy towards the hungry. As with the quiz in the first chapter, this quiz is meant to be a discussion starter. The concern should not be with how many correct answers the student gets. This chapter continues to keep the focus on the importance of public policy and the role of the U.S. government in helping to overcome hunger. The summary and critique of the Final Report of the Presidential Commission on World Hunger and the policy statement of Bread for the World serve as the heart of this chapter. The issue of development assistance is also examined and the importance of the "Right to Food" resolutions is highlighted at the end of the chapter.

Answer Key to the Quiz: 1) C; 2) B; 3) A; 4) B; 5) C; 6) A; 7) A; 8) B; 9) B; 10) C.

PREPARATORY READING

In preparation for this chapter, we suggest the following:

1. Arthur Simon, Bread for the World, chapters four and eight.
2. The BFW background paper entitled, "Basic Human Needs," (#19).
3. The BFW background paper entitled, "Congress in Committee," (#32).

LESSON SUGGESTIONS

1. Present the way in which a bill becomes a law in the United States. Develop the importance of citizen participation in a democracy.
2. Present the 'basic human needs' approach to development in a lecture. As part of the presentation, ask the students to make a list of some of the basic human needs in which everyone shares. Ask the students how insuring these basic needs recognizes and affirms the dignity of people.
3. The United States is a democracy and, therefore, its citizens have an opportunity to be critical of decisions that are made in Washington. Ask the students to discuss what options people have in such cases. Have them examine each kind of response (i.e., letter-writing, demonstrations, prayer vigils, etc.).

ACTIVITY SUGGESTIONS

1. Tell the students to pretend that they are parents. Have them explain to their ten-year-old child what it means to be a citizen of the United States. Encourage them to include an explanation of rights and responsibilities in their discussion.
2. Instruct the students to contact the local office of the U.S. representative of the district in which the school is located. Invite one of the assistants from that office to come into class to talk with the students about the workings of a legislator's office and how that office handles letters from constituents. If it is feasible, have the students visit the representative's office.
3. Divide the class up into two teams to debate this opinion: "Ordinary citizens have no power in influencing public policy. The big companies control the Congress."

RESOURCES

Books

Dennis Goulet, The Cruel Choice, (New York: Atheneum, 1975).

Larry Minear, New Hope for the Hungry, (New York: Friendship Press, 1975). Especially chapter four.

Films

"A World Hungry, #3," Teleketics.

"Guns or Butter," American Friendship Service Committee. Rental fee is \$5.00.

"Welfare Reform," National Conference of Catholic Charities. Cost is \$55.00. A four-part filmstrip series on welfare reform. Contact: The National Conference of Catholic Charities, 1346 Connecticut Avenue, North West, Suite #307, Washington, D.C. 20036.

The Citizen Awareness Program uses Bread for the World as a case study of how Congress passes laws and the role of citizen advocacy. Available from Western Union, 1 Lake Street, Upper Saddle River, NJ 07458. \$10.

CHAPTER VIII: HUNGRY PEOPLE, THE ETHICAL ISSUES

OBJECTIVES

1. To examine attitudes of the well-fed that keep hungry people hungry.
2. To examine those attitudes which foster justice for all.
3. To examine our own attitudes toward hungry people.
4. To consider the moral issues involved in the hunger problem.
5. To develop the concepts of responsibility and rights.

OVERVIEW OF CHAPTER EIGHT

Chapter eight starts off with stories of two high school students, Jim and Carol. They have very different attitudes about life. Their attitudes affect the way in which they live their lives. The discussion questions seek to provide a way for students to reflect upon how attitudes and values affect life-styles. The next item in the chapter is a story of a man named Johann, who is forced to steal bread in order to feed his family. He does this after unsuccessfully seeking help from a rich baron. The discussion questions focus on rights and responsibilities. The major part of the chapter is taken up with the debate between the Environmental Fund and Bread for the World.

PREPARATORY READING

In addition to a careful reading of the debate between Bread for the World and the Environmental Fund, which is contained in the student booklet, we suggest the following:

1. Arthur Simon, Bread for the World, pages 35 and 36 of chapter three.
2. The booklet, "World Hunger," from the Presidential Commission on World Hunger.

LESSON SUGGESTIONS

1. Ask the students to do the following exercise that deals with some of their attitudes about world hunger:

Write 'Agree' or 'Disagree' after each statement. Then explain your response.

1. Many people are hungry because they are lazy.
 2. The United States is doing as much as it should to feed the hungry.
 3. Our nation has too many problems of its own to be taking care of other nations' hungry people.
 4. People have a right to food. Since the United States is in the position of being able to help guarantee that right, we have a responsibility to do what we can in this regard.
 5. The United States should first feed its own hungry people and then worry about hungry people in other countries. Remember: "Charity begins at home."
 6. The reality of hunger is so immense that the only realistic thing to do is to protect ourselves from also becoming victims of hunger. Given the world situation, caring for others is impossible. It is also dangerous to our future well-being.
-
2. Using the stories of Jim and Carol, develop a lecture on attitudes and values that affect the hungry. Pay particular attention in your lecture to the values of Jesus that would foster the creation of a more just social order.
 3. Develop the ideas of right and responsibility as they are understood in the Christian tradition. Return to the first chapter's discussion of a "fully human life." Ask the students to react to the phrase: "If someone has the ability to respond, they have the responsibility to respond."
 4. Develop Kohlberg's theory of moral development. Have the students evaluate the Johann story from this perspective.
 5. Use the material in the booklet World Hunger and present the reasoning of the Presidential Commission on World Hunger for why the United States should respond to the hungry.
 6. Have the students consider the following statements and then do an essay assignment:
 - A. "Food is a weapon in the kit of U.S. foreign policy. We should use our abundance of food to get concessions from those nations who have a food deficit and whose resources we need."
 - B. "The abundance of food that the United States has is really part of a sacred trust that we have to the rest of the world. Food should not be used to bribe other nations to do what we want but should provide a way for international cooperation and development."

Have the students write an essay contrasting these two statements. What kind of policy would the United States have if it was to operate on either of these two statements? What advantages and disadvantages do the students see in each of these statements? In their opinion, which one should be the foundation of U.S. foreign policy and why?

7. Define the concepts of "triage" and "life-boat" ethics for the class. Ask the students to respond to these concepts as proposed solutions to the problem of world hunger. Ask them to discuss how these ideas differ with Jesus' teaching. (The opening section of the Bread for the World Policy Statement in chapter seven might serve as a useful point of contrast.)

ACTIVITY SUGGESTIONS

1. Have the class hold a debate in class with one side supporting the position of the Environmental Fund and the other side upholding the position of Bread for the World.

2. Break the class up into groups of five to six people. Have the students consider the statement: "The earth is the Lord's and the fullness thereof." Ask them to consider what it means in terms of how we, as individuals and as a nation, should view the earth and its resources. Have the students come up with five ways to help one another to live out the meaning of this statement.

3. Have the students interview four people asking them why they think some people are hungry. In small groups, have the students share the responses that they received and then determine the value-judgements that were made in the interviews. Have the students share their findings with the whole class.

RESOURCES

Books

John Haughey, ed., The Faith that Does Justice, (New York: Paulist Press, 1977).

Mary Evelyn Jegen and Bruno Manno, ed., The Earth is the Lord's, (New York: Paulist Press, 1978).

George Lucas, ed., Lifeboat Ethics: The Moral Dilemmas of World Hunger, (New York: Harper and Row, 1976).

Films

"Hunger Knows My Name," CROP. Free rental, a drama about an affluent American family who comes face to face with the problem of world hunger when their son dies while helping a Nigerian village overcome famine. An important discussion of values.

CHAPTER IX: BIBLICAL PERSPECTIVES ON HUNGER

OBJECTIVES

1. To become familiar with some basic scripture passages on hunger.
2. To connect the message of scripture with the actual life situation of today's world.
3. To consider the basis of our hope in the face of the realities of the present world order.

OVERVIEW OF CHAPTER NINE

Chapter nine focuses on the biblical concept of justice and what it means for Christians. It suggests that justice is a central concern in the scriptures. In creation, Yahweh calls his people to be co-partners with him in this work. When his people are oppressed, he saves them. He asks them to be passionately concerned about those who are oppressed and to make their cause the cause of justice. The prophets' message of fidelity to Yahweh and justice for the poor is examined. The section on the New Testament examines these same themes and sees Jesus as the fulfilment of God's concern for his people.

LESSON SUGGESTIONS

1. Ask the students to choose the scripture passage they liked best. Have them rewrite it in the form of a story. Caution them to be careful to keep the main point. Have them read their stories to one another. Choose several and have the students illustrate them.
2. Help the students to imagine that they have to talk to someone who does not know about the God who speaks in these passages. Tell them to describe the God who reveals himself in the Bible. How does he relate to people? About whom does he care? What does he think is important? Encourage the students to share their insights with each other.
3. Some people seem to listen to God's words more faithfully than others. Ask the students to choose someone who seems to know what it means to live in terms of the gospel. Find out about this person's life. Ask the students to share what they learn about this person. Ask the students how they see these people being different from themselves, and how they see these people being like themselves.

4. Have the students read Isaiah 58:1-12, and then answer the following questions:

- A. What is the people's complaint against Yahweh?
- B. What is the Lord's reply?
- C. What is the kind of fasting that Yahweh wants from his people?
- D. What is the meaning of this passage for you?

5. These assignments are intended to familiarize the students with the biblical perspective on the issue of hunger and poverty. Have the students answer the specific question for each biblical passage, and do the concluding essay and activities.

- A. In Psalm 82, what is the Psalmist saying about the unjust judge?
- B. Who will be the guest of the Lord according to Psalm 15?
- C. Psalm 112 describes the just man. Why is he happy?
- D. The first chapter of Isaiah discusses Israel's sin and the way the people can return to the Lord. Read Isaiah 1:1-20 and answer the following questions:

- 1) What is Israel's sin?
- 2) What are the false religious practices that are condemned in this passage?
- 3) How could the people return to the Lord? What must they do?
- 4) What is the relationship between justice and the worship of God?
- 5) What is the function of the prophet? What is he trying to achieve?

E. Isaiah describes the Servant of the Lord in beautiful terms in several places in the book of his writings. Have the students read Isaiah 42:1-9. Ask the students what the mission is of the Servant of the Lord. Also ask why Christians have seen this passage as pointing to Jesus.

F. The kingdom of God is an important idea in the teaching of Jesus. Read Matthew 13:1-52. Ask the students what each parable tells us about the kingdom of God.

G. In the 25th chapter of Matthew, Jesus tells the crowds who shall enter the kingdom of the Father. Instruct the students to read Matthew 25:31-46. Who shall inherit the kingdom of God? What is the basis for judgment?

H. Both Paul and John spent a good deal of time helping the early church understand the meaning of Christian life. Have the students read Romans 12:1-21 and 1 John 3:16-4:21. Ask the students what Paul and John's understanding is of the Christian life. What are they asking the followers of Jesus to do?

I. James is challenging his readers to understand the relationship between faith and action. Have the class read James 2:14-17. Ask them what the relationship is between faith and action.

J. Based on the material they have read and the questions they have answered, have the students write an essay which formulates, in their own words, the biblical perspective on hunger and Christian response to the hungry.

6. For more substantial scriptural study, here are three suggestions:

A. Have the students study one of the prophets of the Old Testament. Discuss with them the problem that he was confronting and the message that he brought to the people.

B. Have the students read the Gospel of Luke and write a paper on Luke's attitude toward the rich and the poor.

C. Present Mark's understanding of discipleship as he develops it in his Gospel.

SELECTED BIBLICAL PASSAGES RELATED TO HUNGER

- Genesis 1:29-30 (God gives the world's produce to Adam for food)
- Leviticus 19:10-11 (Leave a portion of your harvest for the poor)
- Deuteronomy 14:28-15:11 (A redistribution of wealth)
- 1 Kings 17:8-15 (Elijah and the widow's flour and oil)
- Psalm 82 (Justice to the weak and destitute)
- Proverbs 14:21; 13:17; 21:13 (Concern for the poor)
- Isaiah 3:13-15 ("Why do you grind the face of the poor?" says the Lord)
- Isaiah 55:1-3 (Come to table, without paying)
- Isaiah 58:1-9, 3, 5-8, 10 (The kind of fasting that is pleasing to God)
- Amos 5:21-24 (Let justice roll down like waters)
- Amos 8:4-7 (The wicked exploit their control and power)
- Matthew 5:23-24 (First be reconciled, then offer your gift)
- Matthew 14:15-21; 15:32-39 (Feedings of the multitude)
- Matthew 5:42 (Give to the one who asks you)
- Matthew 25:14-46 (Communion)
- Luke 6:20-21, 24-25 (Blessed are you poor ... you hungry)
- Luke 12:48 (Everyone to whom much is given, of him much will be required)
- Luke 24:30-35 (Know him in the breaking of the bread)
- John 6:1-14; 25-27; 30-35; 47-51 (Know him in the breaking of the bread; food that lasts)

- Acts 2:42-47 (Sharing in the early church)
- I Corinthians 10:14-17 (All are one who partake of one loaf)
- II Corinthians 8:12-15 (A question of equality)
- James 2:14-17, 26 (Faith without works is dead)
- I John 3:17-18 (Loving in deed, not just in words)
- Revelation 21:1-4 (New heavens and a new earth)

ACTIVITY SUGGESTIONS

1. In small groups of five to six people, have the students make collages of pictures depicting the biblical mandate to seek justice. Have them use music if possible.

PRAYER SERVICE

In groups of six to seven people, have the students prepare a prayer service which helps them to reflect upon Christian responsibility toward the hungry. Use each service at the beginning or end of the next series of classes.

RESOURCES

Books

John Haughey, ed., The Faith that Does Justice, (New York: Paulist Press, 1977). Especially chapter one.

Mary Evelyn Jegen and Bruno Manno, eds., The Earth Is the Lord's, (New York: Paulist Press, 1978). Especially chapters one and two.

Ronald Sider, Rich Christians in an Age of Hunger: A Biblical Study, (Downers Grove, Ill: Intervarsity Press, 1977). Chapters three, four, five and six.

Ronald Sider, Cry Justice: The Bible on Hunger and Poverty, (New York: Paulist Press, 1980).

CHAPTER X: WHAT ARE THE CHURCHES SAYING AND DOING?

OBJECTIVES

1. To come to a better appreciation of the teaching of the churches on the problem of hunger.
2. To examine some of the specific instances of church involvement with the hungry.
3. To focus on local church participation in these efforts.
4. To consider the idea of the responsibility of both individuals and churches to the biblical concept of stewardship.

OVERVIEW OF CHAPTER TEN

The essay in this section touches on the teaching and work of many of the churches in the United States. It tries to give the reader a feel for what the churches are saying and doing about the plight of the hungry. It raises some questions for discussion. This section invites the students to examine what their own churches are doing about hunger.

LESSON SUGGESTIONS

1. Have the students consider in detail the work of their church's relief and development agency. Bring in a speaker to class from the particular agency if that is possible. Use one of the films mentioned in the resources section of chapter six.
2. A key concept is that we can call nothing our own. We hold the gifts of God in trust. Our task is to see that they are used for the upbuilding of the community. We are stewards of God's goods. Stewardship is an ongoing relationship.

Emphasizing this concept does not eliminate a consideration of time, talent, or treasure, but puts them into perspective, by putting persons/community first, and things second. This is our Lord's way. For example, in the miracle of the loaves, he saw the hungry people, and he had compassion on them. To be faithful to the grace of compassion, he had to share, and he got others to help in the production and distribution.

The following scripture texts are appropriate for discussion and application to the individual's and the church's responsibility for stewardship:

- A. Matthew 25:25-28; 31-46
- B. Luke 16:19-31; 14:12-14
- C. 1 John 3:17-24
- D. Luke 3:9-11
- E. James 2:14-17; 26
- F. Genesis 1:26-30
- G. Genesis 9:5
- H. Genesis 41:1ff
- I. Isaiah 3:13-15
- J. Isaiah 58:6-7
- K. Amos 8:4-7

Discussion

A. Have the students read the above scripture passages and write an essay on the meaning of stewardship.

B. If we agree that stewardship is not a "one-shot" effort, but a quality and dimension of life, what steps can we take to foster it?

C. If a local church took the concept of stewardship seriously, how would that affect its life as a Christian community?

3. Develop for the students the church's understanding of its mission in the world. How does the church determine what its mission is? Ask the students to respond to this question and then develop it in the light of church statements and biblical teaching.

ACTIVITY SUGGESTIONS

1. Have the students visit their pastor and discuss the ways that their churches are responding to the needs of the hungry. Have the students report back to the class.

2. Have the students study the ways in which another denomination (i.e., Baptist, Presbyterian, Lutheran, Roman Catholic) in general is responding to the needs of the hungry. Instruct the students to write a report which tells what it is doing in the area of relief and development, life-style changes and influencing public policy.

~~3. Have the students write a report on a particular person or group of people who are involved in helping the hungry. Have them discuss the person's or group's beliefs, the work that is being done, and the influence that it is having on the lives of hungry people. This person or group can be someone whom they know personally or some internationally recognized person or group.~~

4. Have the students make a collage or a slide show which presents the variety of ways in which their churches are responding to the needs of the hungry.

5. Help the students to imagine themselves as a part of a new Christian community. Ask them what they would like to see that community do about world hunger. Have them explain their answers.

RESOURCES

The resources listed at the end of chapter six are appropriate in this chapter as well.

A prayer service for chapter ten follows on the next page.

A Reading: **Body and Bread**

Leader: I am the Bread of Life, says the Lord. The one who comes to Me shall not hunger. (Jn. 6:35)

People: He is the Bread of Life: I shall not want. (Ps. 23:1)

Leader: This is My Body, says the Lord, broken for you. (1Cor. 11:24)

People: His Body is Bread, broken for us.

Leader: You are the Body of Christ.

People: We are His Body.

Leader: His Body is Bread.

People: We are Bread.

Leader: His Body is Broken.

People: We are broken.

Leader: His Body is the bread which He gives for the life of the world (Jn.6:51)

People: We are His body. We are broken. We are bread for the world.

All: ALLELUIA!



A Prayer - **Lord, Make Us Hungry**

Leader: Happy are those who hunger and thirst for righteousness.

People: For they shall be satisfied. (Mt. 5:6)

Leader: Let us pray.

All: Almighty God, Your Son cried out for You, and we cry with Him. Where are You, Lord? We are so thirsty—We are so hungry. We are so alone. Where have You gone, Lord? Have You forgotten the hungry baby? Have You not remembered the grieving mother? Do You not see the blind child? Where are You, Lord? Come to us in our hunger. Be known to us in breaking bread.

Leader: The way to being filled is through hunger and thirst.

People: Make us hungry, Lord.

Leader: The way to hope is through suffering.

People: Make us hungry, Lord.

Leader: The way to resurrection is through the cross.

People: Make us hungry, Lord.

Leader: Lord, we are hungry:

People: For justice.

Leader: Lord, we are hungry:

People: For joy.

Leader: Lord, we are hungry:

People: For bread.

Leader: Lord, we are hungry:

People: For our sisters and brothers.

(The people may continue to cry out, in a word or phrase, that for which they hunger. Let the leader conclude:)

Leader: Lord, we are hungry and thirsty for righteousness. Praise be to Your Name for that hunger. You have stirred so great a longing within us that we cannot rest. We are starving for love, for life, for neighbor's good, for righteousness sake.

People: Lord, keep us hungry 'till all the world be fed. AMEN.

CHAPTER XI: BREAD FOR THE WORLD

OBJECTIVES

1. To understand what Bread for the World is.
2. To review and discuss some specific achievements of Bread for the World.
3. To reflect upon the idea of Christian citizenship in action.
4. To see the possibility of Bread for the World as a way for one's own personal response to the hungry.

OVERVIEW OF CHAPTER ELEVEN

This section focuses on Bread for the World. It seeks to give the student an idea of this Christian citizens' movement: what it does and the basis upon which it is founded.

PREPARATORY READING

In preparation for this chapter, we suggest the following:

1. Arthur Simon, Bread for the World, chapter thirteen.

LESSON SUGGESTIONS

1. Review the importance of public policy and political will with the students. Show that Bread for the World is seeking to create the political will necessary to overcome hunger.
2. Connect this chapter on Bread for the World with the previous chapter on the churches. Emphasize that Bread for the World is another way in which Christians are responding to the needs of the hungry. It is meant to complement the other works of the church.
3. Explore, with the students, the idea that citizenship is a gift from God. It is another gift that we can use on behalf of the hungry.
4. Teach the students how to write a letter to their representative or senator. The current Bread for the World newsletter would be most helpful in this regard. Have students compare and discuss the representatives' responses.
5. Bread for the World Filmstrips numbers one and three would be very useful in this section of the course. They may be borrowed from Bread for the World, for the cost of postage.

ACTIVITY SUGGESTIONS

1. Have the students explain Bread for the World to their families. Then have them share the reactions in the classroom.
2. As a class, write a letter to the national office of Bread for the World, to find out if there are any Bread for the World activities in your area. If so, be in touch with the local leader to find out what is going on in your community.

PRAYER SERVICE

In connection with the material in this chapter, the theme of discipleship in the world is central in this prayer service. Matthew 5:13-16 and Acts 2:41-47 would be good readings to use for this prayer service.

CHAPTER XII: LIVING SIMPLY, THE CHALLENGE AHEAD

OBJECTIVES

1. To plan action for the future on behalf of the hungry.
2. To examine the ways of living that take the lives of the hungry into account.
3. To review the course in an appropriate manner.

OVERVIEW OF CHAPTER TWELVE

This section examines patterns of behavior that students can adopt so as to make their action for justice for the hungry a real possibility. The essay covers the basic areas of study, prayer, simple living and political action.

LESSON SUGGESTIONS

1. Examine with the students their attitudes about the effectiveness of the actions described in the first section of this chapter.
2. Have the students debate this opinion: "People living in the world today have an obligation to use fewer resources from the earth so that future generations will have access to these resources." One group should uphold this position, while the other should argue that each generation should worry about itself.

ACTIVITY SUGGESTIONS

1. As a class, come up with a list of books and materials that provide information on hunger. Then have the students distribute the information to interested people in the school and in the local community.
2. Encourage the students to examine their own life-styles. How can they be simplified? Have them discuss this with their own families.
3. As a class, devise a way of educating the freshmen on the ways they could help the hungry.
4. As a class, produce a slide show which shows the various ways in which Christians are responding to the needs of the hungry.

RESOURCES

Books

Mary Evelyn Jegen and Bruno Manno, eds., The Earth Is the Lord's.

Larry Minear, New Hope for the Hungry?. Especially chapter six.

Arthur Simon, Bread for the World. Chapter fourteen.

Films

"Because They Care," CROP. Free rental, shows the work of CROP.

"Good Walls Make Good Neighbors," CROP. Free rental, shows the work of young Americans in Jamaica building houses.

"Call to Action," Catholic Relief Services. Free rental, what Christians can do to help the hungry.

Abingdon Press
Cokesbury
1600 Queen Anne Road
Teaneck, New Jersey 07666

American Friends Service Committee
15 Rutherford Place
New York, New York 10003

Atheneum Book Warehouse
12 Vreeland Avenue
Totowa, New Jersey 07512

Bread for the World
802 Rhode Island Ave. N.E.
Washington, DC 20018

Catholic Relief Services
1011 First Avenue
New York, New York 10022

Columbia University Press
136 South Broadway
Irvington, New York 10533

CWS/CROP
Box 968
Elkhart, Indiana 46514

Friendship Press
475 Riverside Drive
New York, New York 10027

Houghton Mifflin Company
2 Park Street
Boston, Massachusetts 02107

Maryknoll Film Library
Use the address nearest you:

6644 Sierra Lane
Dublin, California 94566

7838 San Fernando
Sun Valley, California 91352

512 Burlington Avenue
La Grange, Illinois 60525

600 Grand Avenue
Ridgefield, New Jersey 07657

324 Delaware Avenue
Oakmont, Pennsylvania 15139

410 Great Road
Littleton, Massachusetts 01460

5797 New Peachtree Road
Atlanta, Georgia 30340

Mass Media Ministries
2116 North Charles Street
Baltimore, Maryland 21218

M.I.T. Press
28 Carleton Street
Cambridge, Massachusetts 02142

Norton Press
500 5th Avenue
New York, New York 10021

Paulist Press
545 Island Road
Ramsey, New Jersey 07446

Simon and Schuster
1230 Avenue of the Americas
New York, New York 10020

Teleketics
Franciscan Communication Center
1229 South Santee Street
Los Angeles, California 90015

Westminster Press
925 Chestnut Street
Philadelphia, Pennsylvania
19107

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EVALUATION FORM

We would like to thank you in advance for completing the following evaluation form after you have used the course. Your comments and criticisms will be appreciated, and will be helpful to us and to teachers who will be using the course in the future.

1. Now that you have completed the course, please describe how you used the material provided. (For example, was "When I Was Hungry" used as a separate unit, or was it used together with another text?)

2. What did you most like about the course and the materials provided? (Student Packet, Teacher's Manual, Action Packet)

3. What did you least like about the course and the materials provided? (Student Packet, Teacher's Manual, Action Packet)

4. Please comment on the format used in the course.

5. Do you now wish to become part of a network of teachers involved with hunger issues and to receive further information?

6. If you used the first edition of "When I Was Hungry," please indicate how, in your opinion, this revision compares to the first printing.

7. Any further comments?

Name:
School:

ACTION PACKET MATERIALS

We have a vision:

bread for the world



A Christian movement that shapes national policy — and saves lives!

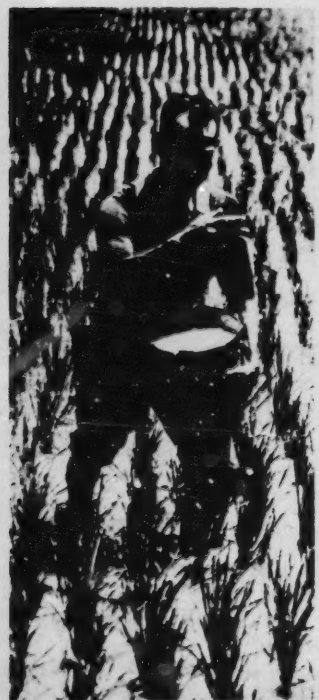
You can offer life to hungry people. You can do so by using your influence as a citizen to help change government policies. Bread for the World provides you a way of doing so.

Bread for the World is a Christian citizens' movement, the only national "citizens' lobby" focusing solely on hunger. Our members work to obtain government policies that give hungry people a chance. We contact our elected leaders and seek bipartisan support for measures that offer dignity and opportunity to those who are desperately poor.

And we get results!

For example, we drafted and mobilized public support for a grain reserve program. It was a long, uphill battle to get the reserves passed, but we won. Congress and the administration established two reserves—major steps toward world food security. One reserve stores 4-million tons of wheat that will be used when food shortages develop abroad. Four million tons of wheat can feed 20 million people for a year.

As this illustrates, our work



in Bread for the World is truly a life-giving endeavor!

We deal with various foreign and domestic issues that have an impact on hunger. We emphasize self-reliance: steps that enable people to work their way out of hunger and poverty.

Recent successes include legislation that targets more aid to projects that help the world's poorest people and that focused attention on poor and hungry people in the U.S.

We do not distribute food, however. Instead, we seek action on national policies. For direct aid we recommend your church or church agency. We work cooperatively with church denominations, as well as Jewish and secular



groups, that are concerned about hunger.

We work by writing or calling our members of Congress or other government officials when decisions are being made that affect hungry people. A monthly newsletter keeps us informed and tells us whom to contact about the issues.

We are organized by state and congressional districts. When a specific Member of Congress needs to be reached quickly, our local membership telephone networks make rapid contact possible.

We have several hundred active local groups. You can join one or help start one in your district. These groups take action on hunger

concerns and, through study and worship, link the Gospel of Christ to their involvement as citizens.

Joining Bread for the World multiplies your ability to help others. Working alone, your efforts to influence government policies regarding hunger are usually futile. But by working together, concerned citizens have an

founder, Arthur Simon, is the author of the book, *Bread for the World*. It won the National Religious Book Award and is described by Nobel prize-winning economist Gunnar Myrdal as a "clear and convincing analysis" of world hunger. You get a free copy of the book when you join.

Our 40 staff members receive salaries based on



impact far beyond their numbers, as Bread for the World has shown. So your participation brings life and hope to others.

Although we are a nonpartisan movement, our standing as a citizens' lobby means that membership contributions and other gifts are *not* tax deductible and are not used to distribute food. Your contributions support research on the causes of hunger, publications, seminars, staff salaries and organizing. More important, your participation as a member helps bring about public policy changes that affect hungry people.

We are led by a 42-member Board of Directors which spans the Christian spectrum. Our president is James Dunn, director of the Baptist Joint Committee on Public Affairs. Our board includes Eugene Carson Blake, J. Bryan Hehir, Sen. John Danforth, Bishop Frederick Talbot, David McKenna, Norma Kehrberg and others.

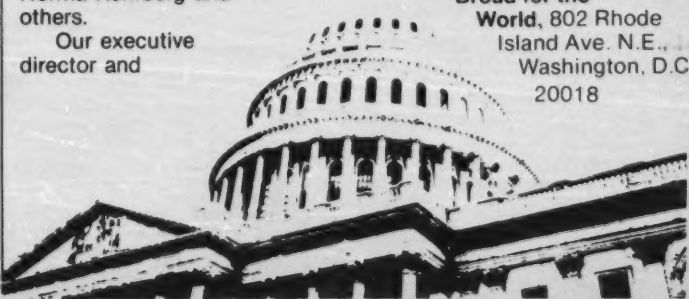
Our executive director and

need rather than position.

They analyze issues, publish reports and work with a network of volunteer state and congressional district coordinators and members throughout the country, who make Bread for the World an effective citizens' movement.

You can do something about hunger. One vote of Congress or one stroke of the President's pen often means the difference between hope and despair for millions. But those decisions by our leaders depend to a large extent on what they hear—or fail to hear—from the voters back home. That's why your voice is so urgently needed now. The love of Christ and the suffering of God's hungry children calls each of us to do our part.

Bread for the World, 802 Rhode Island Ave. N.E., Washington, D.C. 20018



What Others Say:

"Having served in the United States Senate for nearly 15 years, I cannot recall when an organization such as yours has had such an impact on public opinion and in mobilizing support for action to remedy a major global problem."

—Ambassador Gale McGee

"Bread for the World has successfully pressed for Government policies that address the basic causes of hunger."

—America

"Bread for the World is doing an outstanding job in identifying the issues, in formulating precise proposals for action, and in having these proposals understood, accepted and acted upon by citizens and their government."

—D.C. Kimmel, U.N. Food and
Agriculture Organization

"I have very great respect for the work done by Bread for the World."

—Sen. Charles H. Percy, Chairman,
Senate Foreign Relations Committee

"The House's right-to-food resolution puts long-term international investment in food production firmly back into the center of the picture."

—Barbara Ward in *The New York Times*

"The quality and timeliness of information that your organization has produced has been extremely helpful in informing my colleagues in both Houses of Congress of the need for a U.S. grain reserve. The impact of your organization has been very significant. Thanks for all your help in shaping this important legislation."

—The late Senator Hubert H. Humphrey



Yes,

I want to become a

- ☐ Member at \$15 a year (check enclosed)
- ☐ Financial Contributor (individual or church)
 - _____ \$100 a year
 - _____ monthly pledge of \$10
 - _____ other
- ☐ Send _____ of these folders, at no cost, for distribution.
- ☐ Send more information.
- ☐ I am already a member, so please consider this an additional gift.

NAME _____

ADDRESS _____

_____ ZIP _____

Phone home (_____) _____

work (_____) _____

Religious or
denominational affiliation _____

Occupation _____

U.S. Representative _____

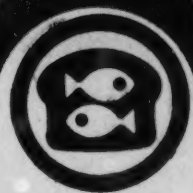
bread for the world

a christian citizens' movement in the usa

802 Rhode Island Ave. N.E., Washington, D.C. 20018

Publications

Catalog



**Bread for the World
And
Bread for the World
Educational Fund**

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INTRODUCING BREAD FOR THE WORLD

What Is Bread for the World?

Bread for the World is a Christian citizens' movement, the only nationwide "lobby" in the United States dealing solely with hunger issues. Our members, organized by state and congressional district into several hundred local groups, work with their elected representatives for U.S. policies that give hungry people a chance.

Our members write to or call their members of Congress or other government officials when decisions are being made that affect hungry people. All members receive a monthly Newsletter, which keeps them informed of things happening now and lets them know of specific actions they can take to help hungry people. All members also receive understandable background material on issues, a copy of Arthur Simon's book "Bread for the World," and a "Member's Guide" (all described elsewhere in this catalog).

We don't distribute food; we strongly support denominational efforts to get relief aid directly to hungry and starving people. Instead, we use our gift of citizenship to affect national policies and spending that often determine whether poor and hungry people will ever have a chance to help themselves.

Our strength as a grassroots network increases as our membership grows; our depth and knowledge is reflected by the breadth of materials offered in this catalog. If you're already a member, we hope you will find ways and materials that will help you become a more effective Christian citizen advocate for and with hungry people. If you are not a member and would like to join, fill out the appropriate sections of the order form inside the back cover of this catalog.

What Is Bread for the World Educational Fund?

Bread for the World Educational Fund is an educational service on hunger and related issues. It supports the goals of the Bread for the World movement in areas not related to lobbying.

The Educational Fund publishes and distributes study guides, books, worship aids, Bible studies, and other materials. These resources are designed to increase public understanding of the causes of hunger and to stimulate active citizen involvement in seeking and implementing longer-term solutions to hunger.

Other Educational Fund activities include educational projects with churches, colleges, universities, seminaries, secondary schools and other institutions. It also operates a Resource Center for the collection of information on hunger and public policy, and conducts research on hunger and development issues.

Both Bread for the World and Bread for the World Educational Fund sponsor seminars about hunger and related skills and issues.

ARTHUR SIMON BREAD FOR THE WORLD



Bread for the World

By the Rev. Arthur Simon, founder and executive director of Bread for the World. This widely read introduction to world hunger won the National Religious Book Award when first published in 1976. Thoroughly updated and revised in 1984, it is now in a larger format. Nobel Prize-winning economist Gunnar Myrdal calls it a "clear and convincing" analysis of the causes and implications of hunger. (A complimentary copy of this book is sent to all new members of Bread for the World.) (220 pages, Paulist Press and Eerdmans)
013001 \$4.95

Buttons

1 1/4 inch button with BFW logo on yellow background.
011020 \$1.15

BEST COPY AVAILABLE

Ten Effective Years

A flier summarizing Bread for the World's major initiatives, accomplishments and growth during its first decade, 1974-1983.

012100

\$1.10

Original Working Statement of Policy

Written in 1975, this paper presents nine policy objectives that guide Bread for the World in its anti-hunger efforts.

011090

1 copy Free

each additional copy \$.15

Bread for the World: Celebrating a Vision

This 5½-by-8½-inch bulletin insert explains why the BFW movement was begun and its effectiveness as a vehicle for Christian citizen response.

080055

\$.05

BROCHURES AND OTHER MATERIALS

The Covenant Church Program

This unique program allows individual congregations to work with Bread for the World to make hunger a continuing part of their ministries.

Participation in the program is annually renewable. BFW provides Covenant Churches with personal servicing; samples of all new BFW materials; and "Leaven," a quarterly resource publication. Materials about the program include:

Covenant Church Program Brochure

071000

1 copy Free

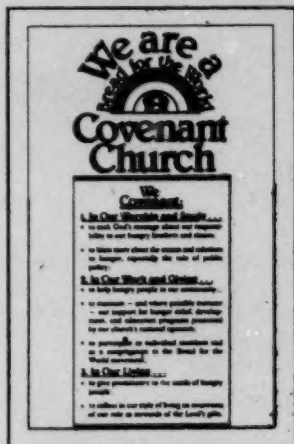
each additional copy \$1.10

We are a Bread for the World Covenant Church

Bulletin Insert (5½-by-8½-inches, available only to Covenant Churches)

080175

\$.05



We Are a Bread for the World Covenant Church Poster (11-by-17 inches, available only to Covenant Churches)

080178

Free



"Leaven"

1 sample copy

Free

back issues (specify issue)

\$1.00

Intern Program

This brochure describes intern opportunities available in the BFW national office.

011040

Free

Field Organizing Project

This brochure describes short-term training, organizing and fieldwork projects in the summer, fall and winter/spring terms.

030080

Free

We Have a Vision

Bread for the World's basic membership brochure. Describes our work and provides a tear-off membership form.

010000

Free

Membership Growth Poster

14-by-21-inch poster including tear-off membership forms.

011100

Free

Advertisements

A set of five ready-to-print advertisements promoting Bread for the World, suitable for a variety of publications.

015000

1 set Free

each additional ad \$1.00

Public Service Announcement

A 60-second recording produced by Tony Schwartz promoting the need for public policy advocacy in the fight against hunger.

093000

1 copy Free

Poster

22-by-34-inch poster from cover of original version of the book, "Bread for the World."

011070

\$2.00

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ORGANIZING ADVOCACY

ORGANIZING AND MAINTAINING THE BREAD FOR THE WORLD NETWORK

Organizing a Local Group

Contains useful ideas to stimulate activity within Bread for the World local groups and tips for more effective organizing.

030070

\$.15

Maintaining a Local Group

Provides tips for leaders of local BFW groups in understanding group process and working with group members, contains suggestions useful in preparing agendas for BFW meetings, and shares ideas to help facilitate discussion at those meetings

034050

\$.15

Shared Leadership

Explores creative and practical solutions to the most common leadership problems encountered by BFW local groups. Presents the basic structure of the "coordinating committee," a proven and effective model for shared leadership within the BFW movement.

034040

\$.15

The Quickline

The Quickline telephone network is Bread for the World's most effective way for getting messages to members of Congress quickly. This nuts-and-bolts article on organizing, reviewing and perfecting a Quickline within a congressional district includes details on setting up individual clusters within the Quickline, testing the Quickline and the Quickline message itself.

034030

\$.15

Speaking About Bread for the World

Contains information useful to anyone preparing a presentation about Bread for the World. Reviews components of a good presentation, provides encouragement for the "non-professional" speaker. Includes BFW "success stories" useful for any presentation and a list of BFW materials available for distribution by the speaker, thus enhancing the presentation.

034050

\$.15

Reflecting the Body of Christ

Bread for the World is broadening our network to include people from all racial and ethnic heritages in an attempt to become more truly representative of the Body of Christ. This paper explains that initiative and gives ideas how local groups can translate the initiative into their activities.

050770

\$.15

Membership Growth

Provides ideas to stimulate BFW membership growth by individuals, local groups, on campus and in congregations. Also includes an historical look at BFW membership growth patterns and corresponding legislative initiatives. Important piece for members concerned with a larger, stronger and more effective anti-hunger network.

034010

\$.15

Member's Guide

Provides an overview of Bread for the World, including its organizational structure, legislative achievements and information on how Congress operates. (A copy of the Member's Guide is sent free to each new BFW member.)

011060

\$.50

BFW Newsletter

The monthly Newsletter includes updates on hunger-related issues currently before Congress and recommends specific, timely action as needed. The Newsletter is sent to all BFW members; for information about bulk orders, contact the national office.

Sample Copy

\$.20

Guidelines for Campus Hunger Groups

This predecessor of "Bread for the World on Campus" listed later in this section suggests ways for campus groups to effectively focus on BFW's commitment to worship, study and action.

031030

\$.15

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WORKING WITH MEMBERS OF CONGRESS

Congress in Committee

A useful introductory or refresher lesson on how Congress operates, how a bill becomes law, and why certain committees are important on certain issues. Includes a congressional budget calendar, legislative vocabulary list and a section on how to influence your member of Congress. (1979)
050320 \$.15

Congressional Committee Listing

A membership list of House and Senate committees most likely to have jurisdiction over hunger-related bills.
035010 \$.15

Guide to Effective Letter-Writing

This extremely popular 4-page piece furnishes the concerned citizen with helpful suggestions for writing letters, sending telegrams, making telephone calls and even personal visits to members of Congress.
030020 \$.15

Letters: An Effective Response to Hunger

Similar to the above, but designed as a bulletin insert (5½-by-8½-inches) and targeted more to Christian audiences.
080085 \$.05

Voting Record on Hunger- Related Issues: 98th Congress

Provides specific votes of all members of Congress on selected pieces of legislation. Provides a way to assess performance of members of the House and Senate and, thus, more effectively communicate with them.
032010 \$.15

ACTION KITS

Media Kit

Increased public awareness of hunger requires more media attention, both locally and nationally. This kit is a step-by-step guide to working with the media locally on hunger issues and hunger-related events. Sections include: An Introduction to Press Relations, The Press Release, The Letter to the Editor, Getting In the News, Getting On the News.
033000 \$4.00

Offering of Letters Kit

Each year, Bread for the World members select one issue and legislative target for our Offering of Letters, a major outreach focus. Past offerings have generated hundreds of thousands of letters to members of Congress on the selected issue (the 1984 topic, for example, was Human Needs and World Security; 1983, Preventing Hunger at Home). The Offering of Letters Kit provides resources specific to that year's topic, resources which both help organizers plan an Offering of Letters and provide background information on the issues involved; worship aids, a poster and other useful and well-written materials. The 1985 Offering of Letters Kit should be available in February 1985. For information, contact the national office.

Some materials included in the kit also are available separately. they include:

Background paper on the
Issue
068520 \$.15

Details on organizing an
Offering of Letters
068510 \$.15

Bulletin insert promoting the
Offering of Letters
068550 \$.05

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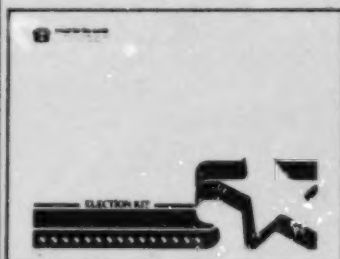
Bread for the World on Campus

The campus environment presents a unique opportunity to explore and study issues relating to hunger. This kit of original materials enables students, faculty, campus ministers and chaplains to integrate public policy information and action into campus life. Sections include: Lifestyle and Public Policy, Organizing, Events and Outreach, A Public Policy Response, Studying World Hunger in the University, Publicity on Campus, Worship Aids, Skits and Resources. Packaged in an attractive folder.

031010

\$6.00

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Election Kit

Public policy advocacy on behalf of hungry people necessitates political action; at the heart of politics is elections. The BFW "Election Kit" provides workable guides to successful election projects. Its main objective is making hunger an election issue. This how-to kit is designed specifically for BFW members and groups but is adaptable to other groups as well.

030010

\$4.00

HUNGER IN THE UNITED STATES

Underfunded and Underfed: Food Programs and Hunger in America

This review of federal food programs explains their history, how they work and how well they meet the goal of preventing hunger in the United States. An excellent primer to U.S. food assistance programs. (1984)

050750 \$.15

Hunger at Home

Hunger and malnutrition are increasing in the United States for the first time since the 1960s. This paper looks at human effects of that alarming trend, including the appearance of the "new poor." (1982)

050630 \$.15

A Case for Nutrition Monitoring

The U.S. has no systematic way of assessing nutritional needs of its residents. This paper presents the case for such a system and describes a localized nutrition monitoring system directed by the Center for Disease Control. (1980)

050440 \$.15

Hunger in a Land of Plenty

This new seven-session study of hunger in the United States traces historical causes of hunger in this country and examines why some government programs are successful in alleviating hunger while others are not. This study is designed to help participants understand what it means to be hungry as well as learn the factual causes and implications of hunger. (Available early 1985; for more information, contact the BFW Educational Fund.)

Hunger Watch U.S.A.

This 60-page manual includes questionnaires about the operation and effectiveness of U.S. food assistance programs, to allow you to document hunger in your community. This is a revised and updated version of the extremely popular "Hunger Watch U.S.A." materials prepared in 1982. (Revised 9/84)

030060 \$4.00

Hunger Watch U.S.A.: A Report

A compilation of findings of surveys done by local groups in 1982 and 1983 to evaluate the effect of cuts in federal food programs on poor and nutritionally-at-risk people at the local level. Findings submitted to the President's Task Force on Food Assistance. (1983)

030061 \$3.00

Response to the President's Task Force on Food Assistance

Outlines the principal recommendations the Task Force made in January 1984 and presents Bread for the World's response. (1984)

040040 \$.15

Sharing the Burden

Robert Greenstein, director of the Center for Budget and Policy Priorities, documents the unequal effects of Reagan Administration budget and tax cuts on rich and poor U.S. citizens. (1983)

050640 \$.15

Food Stamps: How Much Waste Is There Anyway?

This brochure answers questions people frequently ask about the Food Stamp Program.

040050 \$.05

HUNGER AND AGRICULTURE

Exporting Surpluses

Growing evidence indicates that increases in U.S. grain exports aggravate problems facing hungry people and U.S. agriculture. This paper examines the negative impact of aggressive grain export strategy on food self-sufficiency in developing countries, and suggests guidelines to re-orient U.S. agricultural policy to serve more people more equitably. (1984)

050720 \$.15

World Food Security

This paper discusses factors determining grain availability and prices; reviews steps taken to achieve world food security, and describes types of grain reserves held by the United States, developing countries and internationally. The conclusion discusses two recent negative trends: bilateral agreements and "food as weapons" initiatives. (1982)

050570

\$.15

HUNGER, SECURITY AND DEFENSE

Real Security in an Insecure World

"Security," both as a concept and as a historical reality, is examined. The four component programs within the U.S. Security Aid Program are described; a list of countries which receive the most aid from it is included. The poverty-militarization-repression cycle illustrates that development aid often contributes to the security of a nation and, thus, of the region and the world, while security aid, ironically, often undermines it. (1983)

050690

\$.15

Military Spending and World Hunger

Three connections between military spending and hunger are explained: the explicit tradeoff in federal spending; the economic impact of military spending on employment, inflation and economic growth; and the impact of military conflict as it increases the number of poor and hungry people, including refugees. Legislative options are offered. (1982)

050620

\$.15

Military Aid, the World's Poor, and U.S. Security

This paper specifically looks at U.S. military assistance to developing countries. It includes a table showing the top 10 aid recipients for 1983, a breakdown of the foreign military and related assistance budget, and a primer describing each budget component. The aid is shown to bolster authoritarian governments and support costly arms races between already-poor countries. Examples of successful citizen efforts to include human rights conditions in military aid conclude the report. (1982)

050600

\$.15

Hunger, Security and U.S. Foreign Policy

Global security is affected by hunger. This paper presents the argument that economic and military insecurity are heightened by massive poverty in Third World countries. In contrast, U.S. policy increasingly emphasizes independence from rather than interdependence with poor countries. This policy shift is examined, as are cutbacks in U.S. participation in international agencies and development aid, and dramatic increases in military aid. (1981)

050530

\$.15

Independent Analysis of the Defense Budget

A call for an unbiased analysis of the U.S. defense budget, adopted by the BFW Board of Directors and discussed by Arthur Simon.

050470

\$.15

Hunger and Global Security

This six-part study course contains information about world hunger; links between hunger and national security; suggestions for improving foreign aid, trade and world food security; and the biblical basis for seeking justice.

091021

\$1.50

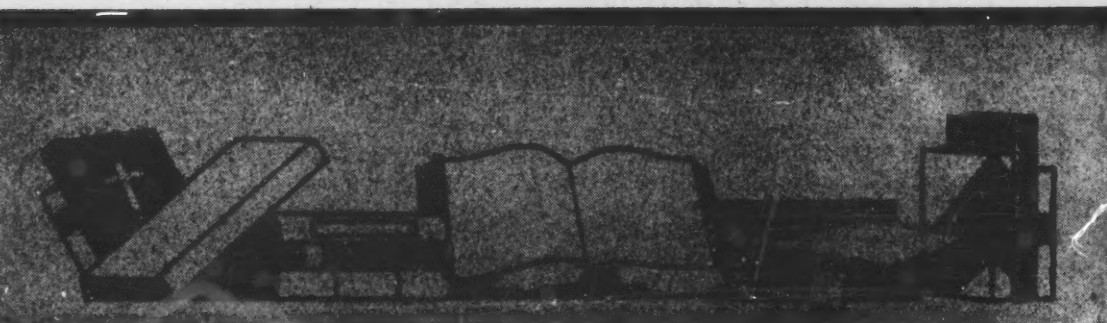
(11 or more copies, \$1 each)

Resource Packet, containing the "Hunger and Global Security" study guide, organizing guidelines for events, and worship aids.

091024

\$3.00

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HUNGER AND U.S. FOREIGN AID

Aid: Abolish or Reform?

Presents BFW position that military and security aid are counterproductive to the goal of ending hunger, while development and food aid can provide conditions necessary for political, social and economic change. These conditions are described in detail; the "anti-aid" position taken by some analysts also is presented, thereby encouraging an interesting debate. (1982)
040010 \$.15

Getting Aid to the Poor

Compares the "trickle down" approach of pre-1973 development aid planners with the post-1973 "New Directions" reforms by the U.S. Agency for International Development. Particular reforms include requiring that at least 50 percent of aid be directed toward the "absolute poor"; improving food security by focusing on food conservation methods, and using more accurate definitions of "absolute poverty" in targeting U.S. aid and development efforts. (1982)
050590 \$.15

Food Aid: Beyond Deploring

Each of the principal criticisms of food aid is examined in the context of U.S. food sales and food donations under the "Food for Peace" program. Reforms are suggested which could ensure that U.S. food aid would stimulate equitable economic development and combat hunger and malnutrition in other countries. (1978)
050300 \$.15

The Politics of Hunger in Ethiopia

A first-hand report on deteriorating conditions in Ethiopia. The paper examines tensions between immediate relief and long-term development efforts, complexities of providing relief in the midst of famine and war, and the short-sightedness of the militarization of U.S. aid to African nations. The paper looks in detail at historical roots of current ethnic and border conflicts, which, in turn, aggravate the poverty cycle in this country which could eliminate its hunger problem within 20 years. (1983)
050700 \$.15

New Hope for the World's Children

A "revolution" in child health care has made remedies for the world's biggest killers of children — diarrhea, infection and malnutrition — simple and inexpensive. Adequate levels of funding for UNICEF and U.S. Agency for International Development health programs require political support if these advances are to be implemented. (1984)
050730 \$.15

Women in Development

Legal, social and economic discrimination against women in developing countries is documented. This paper illustrates how development strategies traditionally have ignored women and their key role in producing and marketing food. (1978)
050290 \$.15

The Life of the Poor in Africa

A narrative description of the day-to-day life of a poor African helps the reader to understand the web of poverty, political powerlessness, hunger and disease. Directly related to legislation presented in 1981. (1981)
050560 \$.15

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HUNGER

Can Aid Promote Self-Reliance?

This paper traces the evolution of food and development aid from the initiation of the U.S. "Food for Peace" program in 1954 through efforts to enact Sen. Hubert Humphrey's International Development Cooperation Act of 1978. Creative reforms reflecting the "New Directions" emphasis on self-reliance are presented. (1978)

050280 \$.15

LAND AND HUNGER

Land and Hunger Abroad

This excellent introduction to issues of land reform is excerpted from Worldwatch Paper No. 30. The author discusses land reform and productivity, dual development and the politics of land. Questions are included, to stimulate additional study and discussion of connections between land and hunger.

050450 \$.15

Land and Hunger: Nicaragua

Nicaragua's efforts in rural development are studied, including attempts to combine land reform, export crop promotion and strong concern for increasing local food production. Also included is a first-hand account of conditions in Nicaragua, written by priest, author and theologian Henri Nouwen. (1983)

050710 \$.15

Land and Hunger: A Biblical Worldview

A six-session study course, for use by church, community or campus groups. The meaning of "landlessness," patterns of land tenure and ownership, relationship of those patterns to power and security, stewardship, and agrarian reform are studied through materials for background reading, discussion, activities and biblical examination.

091031 \$2.50
11 or more copies, \$2 each

Leader's Guide

091034 \$1.00

Land and Hunger: El Salvador

Three factors are offered as major causes of poverty and hunger in El Salvador: inequities in land ownership, export cropping and land shortage relative to the population. This paper explains a land program designed in 1980. (1981)

050540 \$.15

Land and Hunger: Caribbean Basin Initiative

The paper examines the trade section of the Reagan Administration's Caribbean Basin Initiative (CBI) and its potential land and hunger implications. Some recommendations from this paper were amended into CBI before it was enacted. (1982)

050610 \$.15

Land and Hunger: The Philippines

This paper focuses on the effects of export-led growth orientation, U.S. private investment and U.S. military and development aid on landless people in the Philippines and evaluates land reform efforts there. Included are examinations of why wages are kept low, export lands are excluded from land reform and labor organization remains repressed. (1981)

050550 \$.15

Land and Hunger: Zimbabwe

This presentation of the land distribution dilemma in Zimbabwe highlights the influence of land ownership on social justice. A historical overview describes the country's colonial legacy, the Tribal Trust Lands and a 1930 Land Apportionment Act. Recent social and economic reforms also are discussed. (1981)

050510 \$.15

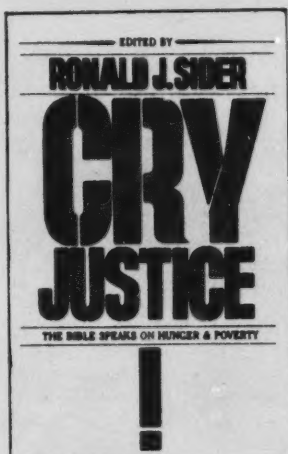
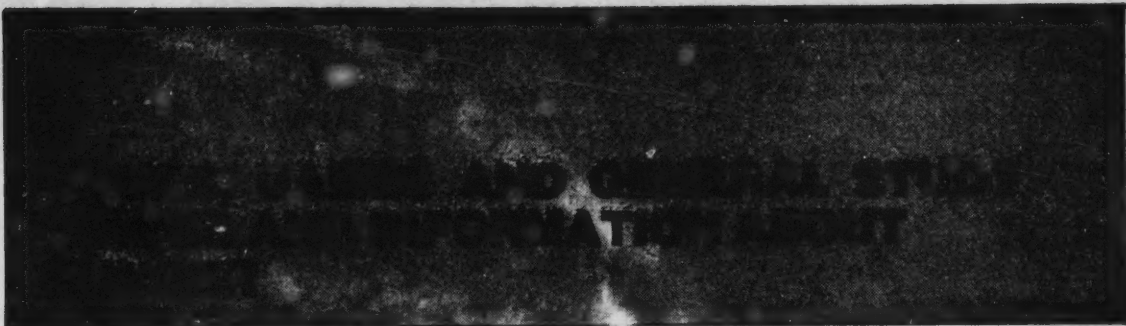
TRADE AND HUNGER

Trade With Justice

Traditional free trade and protectionist policies do little to meet needs of poor and hungry people, either in the U.S. or in developing countries. This evaluation of trade concessions offered by the U.S. to other countries identifies areas where changes could ensure that increased trade with poor nations does not increase poverty within them. (1983)

050670 \$.15

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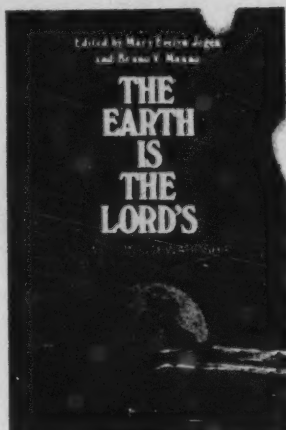


Cry Justice: The Bible Speaks on Hunger and Poverty

Edited by Ronald J. Sider. A collection of biblical texts relevant to hunger, justice and poverty. Includes Bible study questions. (220 pages, Paulist Press)

090020

\$2.95



The Earth is the Lord's

Edited by Mary Evelyn Jegen and Bruno Manno. Topics include biblical perspectives on stewardship, issues of land use, grain reserves and responses to hunger. (215 pages, Paulist Press)

090030

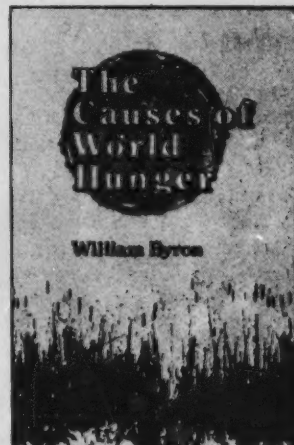
\$4.95

To Feed This World: The Challenge and the Strategy

By Sterling Wortman and Ralph W. Cummings Jr. A review of the world food crisis and a case for increasing food production, especially in developing nations. Written for the concerned citizen as well as the specialist. (440 pages, Johns Hopkins University Press)

090120

\$11.95

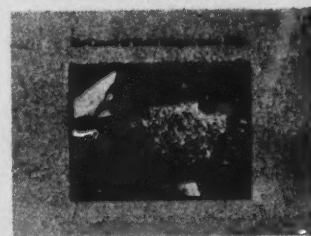


The Causes of World Hunger

Edited by the Rev. William J. Byron, S.J. Each of the 18 chapters of this book was written by a member of the BFW Board of Directors. Reflecting their range of expertise and experience, they examine complexities of hunger and its various causes and possible solutions. (258 pages, Paulist Press)

090010

\$8.95



Study Guide to "The Causes of World Hunger"

090012

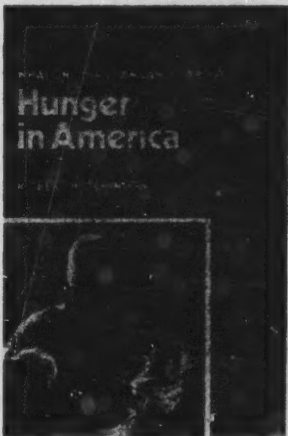
\$2.50

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BOOKS

Bread for the World

By Rev. Arthur Simon, founder and executive director of Bread for the World. This widely read introduction to world hunger won the National Religious Book Award when first published in 1976. Thoroughly updated and revised in 1984, it is now in a larger format. Nobel Prize-winning economist Gunnar Myrdal calls it a "clear and convincing" analysis of the causes and implications of hunger. (A complimentary copy of this book is sent to all new members of Bread for the World. (220 pages, Paulist Press and Eerdmans) 013001 \$4.95



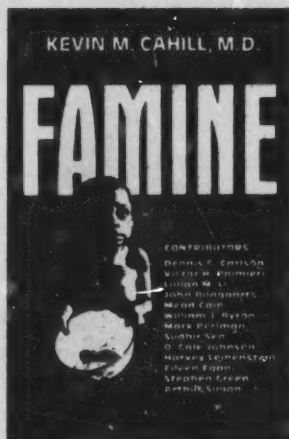
Hunger in America
By Robert Hutchinson. A description and analysis of — and case against — hunger in the United States, with suggestions for individual action against hunger. It draws on biblical and Catholic tradition, with appeal to the Christian faith for response and action. (155 pages, Twenty-Third Publications) 090070 \$5.95



Hunger in the Eighties: A Primer

Published by the Food Research and Action Center (FRAC) and the National Anti-Hunger Coalition. A report on hunger in the United States in the 1980s, including a history of food assistance efforts, basic facts and vocabulary, and evidence that hunger is again increasing in this country. (130 pages, FRAC) 090130 \$10.00

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Famine
 Edited by Kevin M. Cahill, M.D. Contributors analyze the history and present-day dimensions of famine as well as its economic and ethical aspects. The conclusion suggests adequate responses to epidemic starvation. (163 pages, Orbis Books)
 090040 \$8.95



Farming the Lord's Land: Christian Perspectives on American Agriculture
 Edited by Charles Lutz. A look at the structure of U.S. agriculture and current farm practices. (208 pages, Augsburg Publishing House)
 099050 \$7.95

Rich Christians in an Age of Hunger, A Biblical Study
 By Ronald J. Sider. A biblical and factual discussion of the responsibility of U.S. Christians in a time of world hunger. (249 pages, Inter-Varsity Press)
 090110 \$6.95



Let the Earth Bless the Lord, A Christian Perspective on Land Use
 Edited by C.A. Cesaratti and Stephen Commins. A resource book for the study of contemporary land use problems. Contains biblical study guides, essays and articles from many sources. (144 pages, Seabury Press)
 090080 \$6.95

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Trade: A Hunger Issue

An economic analysis of how the developing world's share of trade earnings from both primary commodities and manufactured goods affects their purchasing power. Includes discussion of whether the United States and developing nations must remain economic adversaries. (1979)

050310 \$.15

Export Cropping and Development

A primer on export cropping, the practice by which countries emphasize agriculture which produces products that can be sold overseas rather than consumed by the local population. This paper examines key factors on food production, as well as U.S. policy incentives for export cropping. An excellent tool for initiating an open-ended discussion of export cropping and equitable development. (1978)

050250 \$.15

Export Cropping in Central America

This study is of the link between the rapid growth of the beef export industry in Central America (Costa Rica is highlighted) and the alarming increase in hunger and malnutrition among the poorest segments of its population. The effect of U.S. import policies on this link is explained. An excellent tool for prompting a discussion on export cropping. (1980)

050430 \$.15

Needed: A Nutritional Impact Study

A call for assessment of the impact of U.S. corporations on the nutritional status of people living in food-deficit countries. (1978)

050251 \$.15

International Commodity Trade

How can developing nations use trade to stimulate development in terms of declining terms of trade, inflation, erratic commodity prices and the rich nations' control of the market? This paper describes measures already in place to address these problems. (1979)

050350 \$.15

HUNGER AND EMPLOYMENT POLICY**Hungry for Work**

This analysis of domestic unemployment focuses on structural changes in the U.S. economy in response to growth of a more competitive world economy. The promise and illusion of high technology and human consequences of mass unemployment also are discussed. The article offers proposals about plant closings, displaced workers and other unemployment issues. (1983)

050660 \$.15

Adjusting to a Changing World Economy

When imports of manufactured goods from developing nations to industrialized nations increase, what are the effects on the industrial nations' economies? How prepared is the U.S. to accommodate its own displaced industries and workers? This paper argues that if trade adjustments are to succeed, existing legislation must be expanded. (1979)

050370 \$.15

Cultivating Malnutrition

Excerpted from a Government Accounting Office report analyzing the effects of U.S. trade and investment on hungry people. Focuses on U.S. and Mexican food trade and how it leads to malnutrition in Mexico. (1979)

050380 \$.15

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State of the World Series

By Lester R. Brown of the Worldwatch Institute Staff. An annual "report card" of worldwide progress in achieving a sustainable society. Includes chapters on population, soil conservation, natural resources, food supplies and economic policies. New edition published each January.

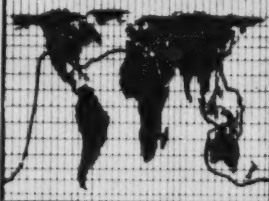
090130

\$8.95

NORTH-SOUTH

A PROGRAM FOR SURVIVAL

The Report of the Independent Commission on International Development Issues under the Chairmanship of Willy Brandt

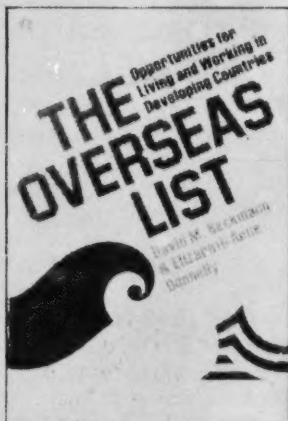


North-South: A Program for Survival

The report of the Independent Commission on International Development Issues, chaired by former Chancellor Willy Brandt of West Germany. (304 pages, MIT Press)

090090

\$5.95



The Overseas List: Opportunities for Living and Working in Developing Countries

By David Beckmann and Elizabeth Anne Donnelly. Describes opportunities for working in other countries.

(192 pages, Augsburg Publishing House)

090100

\$7.50

INTRODUCTORY STUDY COURSES ABOUT HUNGER

For study courses on specific issues, see the Hunger and U.S. Policy section of this catalog.

A Hungry World

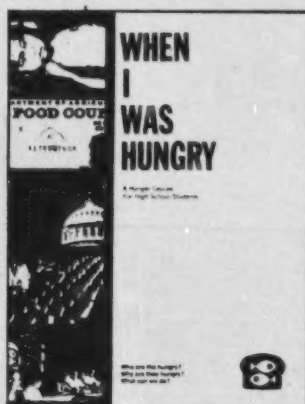
A basic study of world hunger, for adults. Each session contains background information, discussion material, prayer services and action suggestions. The course covers facts and attitudes about hunger, its causes and solutions; biblical perspectives, church responses and a presentation of the work of Bread for the World.

091011

\$2.75

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BOOKS, GAMES, GUIDES AND FILMS ON HUNGER



When I Was Hungry: A Course for High School Students.

A 12-part study. The **Student Text** focuses on hunger as an issue of social justice. It identifies hunger as a basic cause of hunger and shows ways of creating a more just world. Designed for a semester but can be adapted for shorter periods. Best-suited for juniors and seniors. 091041 \$3.00

Teacher's Manual for the above. Contains the student text, lesson plans for each chapter, a copy of the book "Bread for the World," and other background papers and resources. 091044 \$6.00

Action Packet for the study contains suggestions for organizing hunger awareness and response activities, guidelines for forming student BFW groups, audio-visual suggestions, worship aids, and a one-act play entitled "What Can I Do?" 091046 \$2.00

FILMSTRIPS

Hunger and Public Policy: A Call to Action

An excellent introduction to hunger, emphasizing its political, economic and social dimensions. This filmstrip stresses the importance of Bread for the World's public policy advocacy with and on behalf of hungry people, both in the United States and worldwide, and highlights BFW achievements. An effective tool for outreach and discussion. (1984) (Filmstrip, 104 frames, 18 minutes, narration recorded on cassette; printed guide and script also included.) 014010 Rental \$5.00 Purchase \$20.00

Hunger: What Can I Do?

This filmstrip traces the growing commitment of one person as she becomes involved with Bread for the World. Especially useful in encouraging BFW members to renew and expand their efforts. (1979) (87 frames; 17 minutes; narration recorded on cassette; printed guide and script also included) 014030 Rental \$5.00 Purchase \$20.00

GAMES

Africa: Food For Life

A combination board game for children and placemat ideal for hunger dinners. The game teaches children more about hunger in Africa; the placemat also includes a story, song, Bible study and recipe for peanut soup. 080087 \$1.15

World Food Security Game

For older teenagers and adults. Participants experience interactions of rich and poor countries in world trade and learn how military, political and economic decisions play crucial roles in the game as well as in life. The board is a stylized map of the world; all other needed materials can be made by participants. Complete instructions included. 080127 \$1.00

The Food Game

An innovative educational activity well-suited to small groups. Bartering for ingredients while preparing a muffin recipe, participants learn about scarce resources and inequity in people's access to food. Can be played by as few as six persons, in 90 minutes. 080167 \$1.10

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Beans and Bombs

This simulation game demonstrates distribution of the world's wealth and factors that cause hunger even though food production is adequate. Played by six teams representing the trading continents; works with as few as 20 or as many as several hundred players.

080177 \$.25

Hunger: Understanding the Crisis Through Games, Dramas And Songs

Compiled and edited by Patricia Sprinkle, a resource/handbook describing more than 50 education activities for intergenerational groups. Includes Bible and fact-finding games, lifestyle evaluations and songs for both worship and fun. (122 pages, John Knox Press)

092040 \$6.95

OTHER MATERIALS

How Poverty Breeds Overpopulation

Adapted from a speech by Barry Commoner, this article demonstrates that the root cause of rapid population growth in developing countries is poverty — and not the other way around.

040030 \$.15

A Look at the Report of the Presidential Commission on World Hunger

Arthur Simon evaluates the strengths and weaknesses of this impressive report on world hunger, commissioned by President Jimmy Carter. Simon stresses that enactment of its recommendations depends on informed and active U.S. citizens. (1980)

050460 \$.15

Right to Food Resolutions

Passed by Congress at BFW urging in 1976, these resolutions are regarded as the most far-reaching statements of principle about hunger ever made by Congress.

040060 1 copy Free
each additional copy \$.15

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STUDY PERSONAL

WORSHIP AIDS

Worship aids listed here range from devotions for personal use to complete worship services. All are geared to the theme of biblical justice and Christian responsibility.

A Worship of Connection With Africa

A worship service including songs, prayers, responsive reading and general confession to help U.S. Christians feel oneness with people starving in Africa.

00760 \$1.15

Hunger & Oppression/Justice & Hope

Seven Bible studies on the theme of hunger and justice, for individual or group use.

092010 \$1.25

Prayers for the Coming of the Kingdom

A booklet of prayers, sermon notes and worship services reflecting our concern for hungry people.

092030 \$1.25

Lord Make Us Hungry

Two worship services on human rights and needs.

092020 \$1.75

Biblical Basics on Justice

This pamphlet contains a reflection about the importance of justice in the Bible and in Christian life.

092000 \$0.05

The following worship aids are all reprinted from "Leaven."

A Sampling

One copy of each of the following worship aids.

0800Q3 \$1.50

Rich Woman, Poor Woman

A powerful dramatic reading for two women, describing a bloody revolution from divergent perspectives of two women who experience the violence first-hand. Includes discussion questions to help focus on the faith perspective involved.

080153 \$1.10

Voices from the Quiet

A 15-minute chancel drama appropriate for worship service or other church gathering. Cast includes narrator, two actors and a chorus (congregation can be chorus). Deals with problems of "taking the time" to fight hunger. One of BFW's most popular materials.

080093 \$2.20

The chorus sections are available as a bulletin insert, "We Are the Hungry."

080095 \$0.05

Advent: The Coming of the Kingdom

A four-part meditation series following the Advent Sundays' progression of thought: God's vision of peace as seen in the prophecy of Isaiah; the gift of hope, which allows Christians the endurance to seek God's will; Jesus' birth, and the Christian role in carrying out God's values on earth.

080143 \$2.20

New Life

A responsive reading on the joy of the resurrection of Christ and the message it reveals about the Christian response to hunger and suffering.

080113 \$1.10

Liturgical Dance

Dance as a form of worship is rooted in the early Christian church. This piece, for inexperienced and trained dancers alike, is choreographed to the song "When I Was Hungry," for which words and music are included.

080154 \$1.10

All God's Children

A dialogue designed to be read by children. It compares the lives of young people in rich and poor countries. A congregational song, scripture reading and prayer also are included.

080173 \$1.10

A Service of Healing for a Hurting World

Background information, scripture references, prayers and a format for a worship service on God's healing presence in the lives of people working to end hunger.

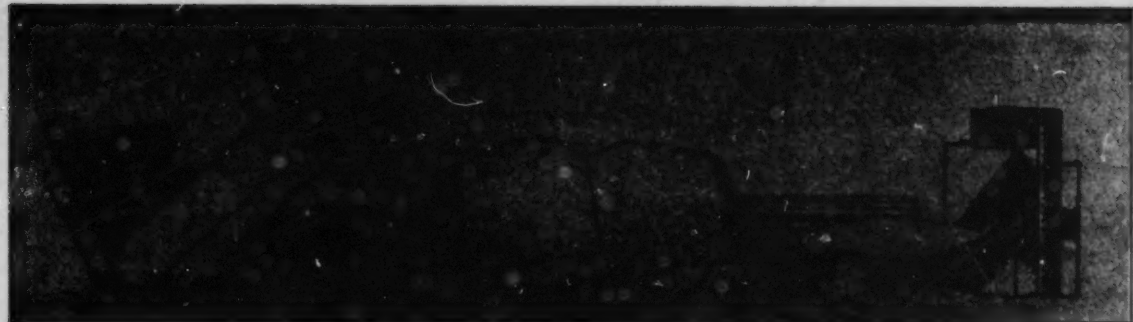
080183 \$2.20

Prepare the Way of the Lord

A responsive scripture reading, litany and closing prayer adapted to the season of preparation and celebration — Advent, Christmas and New Year.

080103 \$1.10

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A Time to Gather Stones Together A worship service designed to be used and adapted as a dedication or rededication of the church to its hunger ministry or emphasis. Especially useful for BFW Covenant Churches. 080133 \$.10	Come, People of God A worship service including a confession, a prayer from the prophet Isaiah, a litany and a closing prayer, each illuminating the gift of citizenship and the Christian responsibility to be good stewards of that gift. 080053 \$.10	Meeting Jesus and Sharing Bread (Luke 24:13-35) 080151 \$.10
A Responsive Reading From Scripture A dialogue from more than 20 Bible verses relating to poor, hungry and oppressed people, and an appropriate Christian response. 080013 \$.10	The Spirit of the Lord This reading, prayer of confession and litany based on Micah 3:8 explore what it means to be "filled with the Spirit of the Lord." 080073 \$.10	Amos: Prophet of Justice (Amos 8:4-7) 080131 \$.10
A Prayer for a New Beginning A responsive reading and song, built around the song "Kumba Yah." 080023 \$.10	For Those Who Serve Two responsive prayers and a meditation highlighting the usefulness of rest in renewing both faith and strength. 080083 \$.10	The City Of Peace (Isaiah 65:17-25) 080121 \$.10
A Call to Worship A responsive reading based on Psalms 33, 146 and 147, praising the spiritual leadership of God. 080033 \$.10	Devotions on Hunger (seven meditations from Luke) 080171 \$.10	Temptation in the Wilderness (Luke 4:1-13) 080111 \$.10
Responding to God's Goodness Four responsive readings from the Bible, which can be used as a single act of worship or combined with other materials. 080043 \$.10	BIBLE STUDIES <i>The following Bible studies are all reprinted from "Leaven."</i>	One Body, Many Members (II Corinthians 12:12-26) 080101 \$.10
	A Sampling One copy of each Bible study listed here. 080001 \$1.00	Sharing Resources (II Corinthians 9:6-15) 080091 \$.10
	A Triumph of Faith (Genesis 22:1-18) 080161 \$.10	Life-Giving Water (Isaiah 55) 080081 \$.10
		Transformed Lives (Romans 12) 080071 \$.10
		Lord, When Did We See You Hungry? (Matthew 25:31-46) 080051 \$.10
		The Fast That God Chooses (Isaiah 58) 080041 \$.10
		A Psalm of Solomon (Psalm 72) 080031 \$.10
		My Soul Magnifies the Lord 080021 \$.10

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BULLETIN INSERTS

Bulletin inserts listed here are all reprinted from "Leaven." All are 8½-by-5½ inches, one sheet.

A Sampling

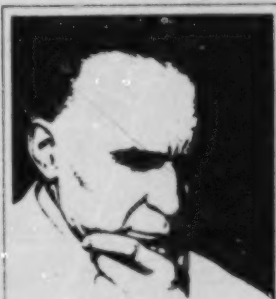
Contains one copy of each bulletin insert listed here.

080005 \$.75

A Mother's Choice

A narrative and discussion on the difficult choices facing poor and hungry people in the United States each month as they struggle to "make ends meet."

080185 \$.05



Vote Against Hunger?

In 1980, 1981, and 1982, the percentage of people who voted for the Republican candidate in the U.S. House of Representatives was 55%, 53%, and 51% respectively. In 1983, the percentage of people who voted for the Republican candidate was 50%. In 1984, the percentage of people who voted for the Republican candidate was 49%. In 1985, the percentage of people who voted for the Republican candidate was 48%. In 1986, the percentage of people who voted for the Republican candidate was 47%. In 1987, the percentage of people who voted for the Republican candidate was 46%. In 1988, the percentage of people who voted for the Republican candidate was 45%. In 1989, the percentage of people who voted for the Republican candidate was 44%. In 1990, the percentage of people who voted for the Republican candidate was 43%. In 1991, the percentage of people who voted for the Republican candidate was 42%. In 1992, the percentage of people who voted for the Republican candidate was 41%. In 1993, the percentage of people who voted for the Republican candidate was 40%. In 1994, the percentage of people who voted for the Republican candidate was 39%. In 1995, the percentage of people who voted for the Republican candidate was 38%. In 1996, the percentage of people who voted for the Republican candidate was 37%. In 1997, the percentage of people who voted for the Republican candidate was 36%. In 1998, the percentage of people who voted for the Republican candidate was 35%. In 1999, the percentage of people who voted for the Republican candidate was 34%. In 2000, the percentage of people who voted for the Republican candidate was 33%. In 2001, the percentage of people who voted for the Republican candidate was 32%. In 2002, the percentage of people who voted for the Republican candidate was 31%. In 2003, the percentage of people who voted for the Republican candidate was 30%. In 2004, the percentage of people who voted for the Republican candidate was 29%. In 2005, the percentage of people who voted for the Republican candidate was 28%. In 2006, the percentage of people who voted for the Republican candidate was 27%. In 2007, the percentage of people who voted for the Republican candidate was 26%. In 2008, the percentage of people who voted for the Republican candidate was 25%. In 2009, the percentage of people who voted for the Republican candidate was 24%. In 2010, the percentage of people who voted for the Republican candidate was 23%. In 2011, the percentage of people who voted for the Republican candidate was 22%. In 2012, the percentage of people who voted for the Republican candidate was 21%. In 2013, the percentage of people who voted for the Republican candidate was 20%. In 2014, the percentage of people who voted for the Republican candidate was 19%. In 2015, the percentage of people who voted for the Republican candidate was 18%. In 2016, the percentage of people who voted for the Republican candidate was 17%. In 2017, the percentage of people who voted for the Republican candidate was 16%. In 2018, the percentage of people who voted for the Republican candidate was 15%. In 2019, the percentage of people who voted for the Republican candidate was 14%. In 2020, the percentage of people who voted for the Republican candidate was 13%. In 2021, the percentage of people who voted for the Republican candidate was 12%. In 2022, the percentage of people who voted for the Republican candidate was 11%. In 2023, the percentage of people who voted for the Republican candidate was 10%. In 2024, the percentage of people who voted for the Republican candidate was 9%. In 2025, the percentage of people who voted for the Republican candidate was 8%. In 2026, the percentage of people who voted for the Republican candidate was 7%. In 2027, the percentage of people who voted for the Republican candidate was 6%. In 2028, the percentage of people who voted for the Republican candidate was 5%. In 2029, the percentage of people who voted for the Republican candidate was 4%. In 2030, the percentage of people who voted for the Republican candidate was 3%. In 2031, the percentage of people who voted for the Republican candidate was 2%. In 2032, the percentage of people who voted for the Republican candidate was 1%. In 2033, the percentage of people who voted for the Republican candidate was 0%.

Vote Against Hunger?

Highlights the importance of voting as both a Christian responsibility and an effective response to hunger.

0800165 \$.05



Coming Down From the Mountain

Examines the tension between the mountaintop of reflection and the valley of action in the account of the transfiguration.

080155 \$.05

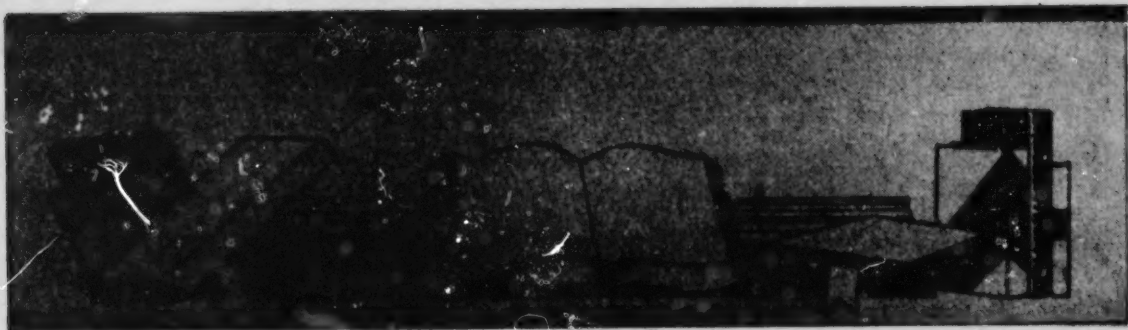


Christmas, Not Just Once A Year

Contains alternative gift-giving ideas which can help make the reality of Christ's birth alive every day of the year.

080145 \$.05

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*"It's it was the hunger
that took the babies*



Yes, It Was Hunger That Took The Babies

Encourages Christians, as advocates for powerless people, to recognize the special needs and qualities of women and children, the poorest of the poor.

080135

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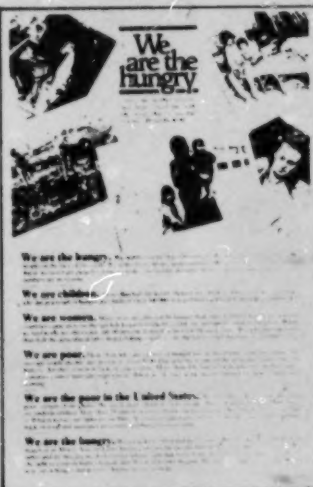


Speak Up

Some background information on Bread for the World and biblical foundations (Proverbs 29:7) which encourage Christians to "Speak Up" on behalf of poor people.

080105

\$.05



We Are The Hungry

Looks at the major sub-groups which comprise "the hungry": women, children and poor people. Includes suggestions for a Christian response.

080095

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Sharing Talents

Centered on Matthew 25:20-21, a discussion of talents and gifts bestowed upon U.S. citizens and how these blessings should be used to serve others.

080115

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STUDYING THE BIBLE FROM A FAITH PERSPECTIVE



The Peace of Bread

Ponders the choices that Christians must make as the people of God, especially the difficult choices of bread and peace in a world plagued by hunger and war.

080125

\$0.05

Now You Are the Body of Christ

Relates advocacy on behalf of poor and hungry people to the Bible's emphasis on the interdependency of the parts of the body.

080075

\$0.05



Letters: An Effective Response to Hunger

Gives tips on writing effective letters to Congress for Christians who desire government policies that are responsive to the needs of poor and hungry people.

080085

\$0.05

New Year's Resolutions in a Hungry World

Provides excellent ideas for New Year's resolutions that would help people live more justly and compassionately in a hungry world.

080065

\$0.05

Bread for the World: Celebrating a Vision

Describes reasons the Bread for the World movement began as well as its effectiveness as a vehicle for Christian citizen response.

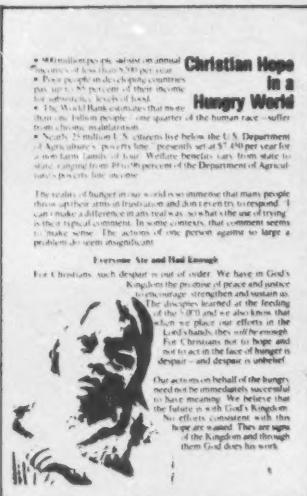
080055

\$0.05

The Africa Connection
Written in 1981, this insert describes a refugee camp in Somalia and how effective the simple writing of a letter can be in influencing policy which affects the lives of hungry people.

080045

\$0.05



Christian Hope in a Hungry World

Statistics show the seriousness of the hunger crisis, followed by concrete examples of effective responses.

080025

\$0.05

When Lord Did We Ever See You Hungry?

Questions and answers provide a general introduction to the hunger problem from a faith perspective.

080015

\$0.05

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BREAD FOR THE WORLD

a bread for the world sermon

BURDEN BEARING--FOR OTHERS AND ALONE

In the manner in which we have divided St. Paul's letter to the Galatians, in the 6th chapter, the 2nd and 5th verses, he makes two apparently contradictory statements. First he says, "Bear one another's burdens, and so fulfill the law of Christ." Then he says, "Each man will have to bear his own load."

In the context of a hungry world, I would like to move back and forth with these verses to demonstrate that they are really complementary and not contradictory, and to do that by moving from our more intimate communities to the world community itself. Each step has its own integrity but also its own complexities.

Just before the last of our four children, our daughter, graduated from college, she wrote a very touching letter in which she expressed appreciation for all that we had done for her and put into words a few of her feelings about now going out to find work and, as it were, to bear her own load. She thanked us for what she described as "bearing a financial burden" in her behalf and saying that without that she wouldn't have made it. Well, you know, we simply did what any parents would do. It was no big deal. From the day of a child's birth we expect to bear a lot of its burdens, but we don't expect to bear them forever. If a child is healthy, physically and mentally, we expect that there will come a time when that child will bear its own load. Dependency is something we want to avoid. We ridicule both the parents and the children who become neurotically dependent. "He can't let go of his mother's apron strings" we used to say when mothers wore aprons. Or on the other side, "Poor dears, their children are out of the nest and they don't know what to do with themselves." We bear one another's burdens and look for a healthy result--that each may bear his own. There it is in a small community, the family.

Each of us from time to time finds that we are confronted with burdens too heavy to bear alone, and we look to others--neighbors or fellow Christians--to help us. We think of the time of a death in the family. All of you know the complex web of physical, emotional, mental, spiritual and social strains that conspire to weigh a person down in grief at the time of the death of a loved one. You've ministered to them. They can't keep their minds on what needs to be done. Preparing meals, frequently a chore, becomes almost an unmanageable and frustrating effort. So what happens? Neighbors and friends say, "What can we do?" "Let me do your telephoning." "We'll bring in your dinner tonight." "Let me do your laundry." "Is there any shopping you need done?" and so forth. Now when those things are being said, no one is contracting to be a life-time caterer or laundress or social secretary or personal shopper. They expect to bear a burden--for a time--and then lay it down. And the bereaved is expected to pick it up and bear the load alone once more.

When we move to larger society, the charge which is leveled against welfare programs--sometimes correctly, mostly carelessly--is that they create dependency. No one wants to give to people who are described as leeches on society. Social service agencies are aware of the risk which is always taken by helping people and strive to guard against programs which lead to dependency, but they recognize that there are times when people cannot bear their own load and in order to strengthen them so that they can become a productive member of society again, they must have help. Their objective is to bear the burden only as long as necessary and then have the person or the family assume its own load.

And obviously in the world community there are millions who, because of a variety of reasons, are unable to bear their own burdens, especially the burden of hunger, and eventually come to the point where they call to their brothers and sisters in the human family to help them. I say, "eventually come to the point," because they want to do it alone. It is an embarrassment to their nation to call for help. Ethiopia hid its famine from the world for months before it was revealed. India denied it was in trouble until it was almost too late. The least developed countries fear everything from revolution to selling their national integrity unless they become self-sufficient in food or in capital to buy it. Every nation has this as its goal.

We Christians, of all people, should be able to understand and accept this. In South India along the roadsides here and there you will see a stone shelf, about five feet high. As people walk along the road carrying their heavy loads on their heads, sometimes for miles, they pause at these shelves, slide the load off their heads and sit in the shade of a tree to rest. Those shelves are called burden bearers. They are not there so that a person can abandon a load, but so they may rest, regain their strength, and take it up again.

That kind of stone shelf could easily be as much a symbol of Christ as a cross, for "surely he has borne our griefs and carried our sorrows. . ." or as an epistle of Peter puts it, "Christ suffered for you, leaving you an example that you should follow in his steps. . . He himself bore our sins in his body on the tree, that we might die to sin and live to righteousness."

Christ took on himself a burden which was too heavy for us to bear. The load of sin would have crushed and destroyed us, but he bore our sins, our griefs, carried our sorrows. For what? That we might rest securely in the knowledge that our sins are carried away and await his coming to take us home? Not exactly. Peter says, "He bore our sins that we might die to sin and live to righteousness." Jesus himself said, "Come to me all who labor and are heavy laden and I will give you rest." And after you are rested, what? "Take my yoke upon you and learn from me. . . my yoke is easy and my burden is light."

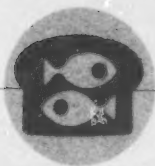
As we follow in his steps, like him, we pick up the burdens of others not to carry them forever, but until they can carry their own load.

--Edward C. May, Director
Office on World Community
Lutheran World Ministries

Prayers for the Coming



of the Kingdom



Bread for the World Educational Fund is an educational service on hunger and related issues. It was founded by Bread for the World, an interdenominational movement of Christian citizens who advocate government policies that address the basic causes of hunger.

Bread for the World Educational Fund does not engage in lobbying. It designs and conducts programs in collaboration with colleges, seminaries, church groups, and others. It reaches a larger audience through publication of educational materials.

Introduction

Action on the part of Christians to end hunger in the world is sustained, enriched and guided by prayer and worship. Responding to the love that God has shown us in Christ, we cannot turn our backs on our hungry sisters and brothers.

Just as there are different gifts, and different forms of service, so there are different ways of worshipping the one Lord. Bread for the World Educational Fund offers this worship aids booklet as a resource. It contains four prayer services: two reprinted from Worship Aids I and two developed by an interdenominational group of Bread for the World members. Also included is a list of scriptural references to hunger, some sermon notes, prayers and responsive readings, and a bread-breaking service.



Prayer Services

Prayer Service: Lazarus and the Rich Man

One of the first prayers that most of us learn is the one that Jesus taught his disciples—that the Kingdom of God come and His will be done on earth.

We know that this prayer has not been granted. Our world is not one of peace, justice and unity. Nor have we done much to make it one. A small minority of people live in comfort and even affluence, and are estranged from the vast majority of their needy brothers and sisters. In fact, like the rich man in Luke 16:19-31, we may not be bothered by the Lazarus at our door, because we are ignorant of him.

1. Opening Prayer

Leader: God, both our strength and our weakness, our affluence and our want, are known to you, as is our slow desire to do your will. You will that your divided children be united. Let your Spirit quicken us, prod us from our ignorance and inactivity, change our lives, that we may no longer accept the separation of what you have made as one.

All: Amen.

2. Scripture

Luke 16:19-31

3. Reflection

(This can be the basis of a traditional sermon or a discussion among the worshippers.)

For the prophets and for Jesus, "home" is the Kingdom of God, where love, justice and peace prevail. They call us to make wherever we are as much like "home" as possible.

Most of us do just the opposite. We make ourselves at home wherever we are. Like the rich man "who dressed in purple linen and feasted splendidly every day," we accept our affluent situation and usually manage to stifle any impulse to make it more like God's Kingdom—our true home.

Home for the prophets is neither the affluence and abundance which the minority of the world enjoys, nor the scarcity and want in which the majority are forced to live. The prophets refuse to accept either. They shake us up and make us uncomfortable with our easy adjustment to such a world, but we resist letting them get through to us.

Nor did any prophet get through to the rich man. He lived his whole life making himself right at home exactly where he found himself. It never occurred to him how far from "home" he was, dining splendidly each day, while a beggar lay dying at his gate. When he himself experienced suffering, he finally understood how far he was from God's Kingdom.

The prophets say now is the time for justice. Jesus says now is the day of salvation. Now is the time to begin making wherever we are, as much like home as possible. We cannot accept some hungry and others over-fed. Neither alone, nor both together is fit to be called "home" by God's people. God's Kingdom is where the cross breaks down the wall separating the two worlds, redeems them, and makes them one in Christ. The beginning of the way home lies in our Christ-empowered attempts to bring justice, love and peace to this world.

4. Prayer of Blessing

Leader: Almighty God; We praise you for all your deeds, for your patient revelation, for your Spirit's moving us and leading us reluctant people toward the freedom and the unity that the enslaved and the divided find in you.

We praise you for Jesus, your Word made flesh, Who touches our lives and makes us whole, Who stretched out and touched the leper and said, "I do will it, Be cured." (Matthew 8:3). Who finding Peter's mother-in-law ill, "took her by the hand and the fever left her." (Matthew 8:15) We give thanks for our hands and for our sense of touch. Touch our hands, that we may bring strength, may accept and reconcile, soothe and comfort, reach out to give and share, to offer courage and support and oneness to your people. Open these hands of ours, extend these arms of ours, to give as well as to seek forgiveness, to heal as well as be healed. And let our hands reject all grasping, all greed, all willful force and violence and be in Jesus' name a sign of care. Through Christ our Lord.

All: Amen.

5. Final Prayer

Leader: May almighty God grant us the grace to persevere in all that we have undertaken, to be the sign and presence of His Kingdom in this world. We ask this through Christ our Lord.

All: Amen.

Prayer Service: The World and the Word

Before the service clip stories and editorials from the newspaper about world hunger, to be read alternately with selected passages of scripture such as those on page 6. The readings should begin with the prologue of John's Gospel in 1:1-5, 9-14.

The word of God comes to us in many ways: through the law, through the prophets, but most of all through Jesus. In love, God sometimes speaks a word of comfort, but most often challenges our accustomed way of life, calling us to love and serve him and each other, in ways not familiar to this world.

"History has never seen a country collectively decide to sacrifice its standard of living for the goal of relieving the suffering of another country. If anything, as in war it is always the opposite—citizens will sacrifice for the purpose of increasing the misery of the other tribe. So, in this sense, there is a war on, with people dying of hunger as painfully as though bombs or napalm fell on them. And this war appears to have few protestors in America, only a congressional committee or two, and a few people who see a moral link between their own plentiful food supply and the non-supply of the hungry."¹

These words are a challenge to our way of life. It is about this challenge, the conflict between the word and the world, between the way things are and the way God meant them to be, that we now pray.

1. Opening Prayer

Leader: Your word, God, is mighty to create and is life-giving for all who hear. With your Spirit, touch our minds and hearts, and make us ready for your Word. Help us to hear the message of your saving love spoken clearly to our reluctant hearts. Make us bold for the struggle before us. We pray in Christ's name.

All: Amen.

2. Readings

The scripture and press excerpts should be read alternately by different people, beginning with the prologue of John's Gospel.

3. Discussion and Reflection

In small groups, involve everyone in an effort to apply the word of God to the challenges of world hunger, land reform, lifestyle—whatever issues were raised by the scripture and newspaper articles. In larger groups, a few people

could be prepared to present possible courses of action in response to the readings or one person could be designated to reflect on the concerns raised.

4. Closing Prayer

Leader: We pray always that our God may count us worthy of his calling, and bring to fulfillment every good purpose and every act inspired by faith, so that the name of our Lord Jesus may be glorified in us and we in him, according to the grace of our God and the Lord Jesus Christ. (2 Thessalonians 1:11-12)

All: Amen.

Prayer Service:

Lord, When Did We See You Hungry?

1. Scripture

Matthew 25:31-40

2. Silent Meditation

Lord, when did we see you hungry?

3. Readings

One or more of the following passages could be read aloud, to serve as the basis of reflection, a sermon or a group discussion:

I John 3:17-18

II James 2:14-17, 26

Dietrich Bonhoeffer, "The Hungry Man and I"

"To allow the hungry man to remain hungry would be blasphemy against God and one's neighbor, for what is nearest to God is precisely the need of one's neighbor. It is for the love of Christ, which belongs as much to the hungry man as to myself, that I share my bread with him and that I share my dwelling with the homeless. If the hungry man does not attain to faith, then the fault falls on those who refused him bread. To provide the hungry man with bread is to prepare the way for the coming of grace."

Stanley Mooneyham, "Can This World Be Freed?"

"Everything I know and understand causes me to come down on the optimistic side of this question. It can be done. Not easily. Not inexpensively. Certainly not without some changes. But it can be done. It is not the way that is lacking. It is the will. The more you understand about the basic causes of hunger in the world today, the more you cannot avoid the conclusion that God has given man and the earth the capacity to conquer and control it.

¹Colman McCarthy, *The Washington Post*, June 17, 1974.

"If we treated all humanity with the dignity and love they are due as the offspring of God, if we acted toward our environment as its caretakers and not its ravishers, if we viewed the mandate to 'tend and dress' the earth as the Creator's orders to us, man could live together in peace and the earth would bring forth its abundance.

That was God's plan. Anything short of that is the result of man's sin—his sin against God, against his fellow man, against his environment. It is history. And it is prophecy. . . . If we have the capacity to relieve suffering and save life—and we do—and refuse to do it, that will undoubtedly be a part of our judgment."

4. Period of Meditation

In quiet meditation let us think and pray about our own reluctance and hardness of heart. . . . Let us surrender ourselves and our lives to God's use. Because God's plan is to use his whole church, we pray now to see how in unity we can heal, care for and feed each other.

5. A Symbol of Unity

Before the service, each person could be given a handful of grain or rice, a few seeds or a stalk of wheat. At this time, the people should bring all their fragments together, as a symbolic offering. This would be a good point to share a greeting of peace, or bread and wine.

6. Closing Prayer

Mother Theresa. "Make us worthy, Lord, to serve all persons throughout the world who live and die in poverty and hunger. Give them through our hands, this their daily bread, and by our understanding, give love and peace and joy."

Prayer Service:

Except a Grain of Wheat Falls to the Earth. . .

1. Call to Worship

Leader: Lord, in whom we live and love and have our being, before we were born, you formed and knew us. Call us out of our selfishness, into the fullness of life which is found only in you. We long to come out of darkness, and into fellowship. Call us now to die to ourselves that we may find our life in you. Amen.

2. Scripture

John 12:24-26

3. Responsive Reading:

Of Broken Things

Leader: As an atom is broken to set off a chain reaction of awesome power,

Response: So may we be broken, for in our weakness, we are strong.

Leader: As stones are broken to be built up again,

Response: So may we be broken to be built into your kingdom.

Leader: As the cocoon is broken by the emerging moth,

Response: So may our shells of fear be broken that our lives may be beautiful in the light of your love.

Leader: As a bud is broken to give birth to the flowers,

Response: So may we be broken to give birth to the beauty of your love.

Leader: As lightning rends the sky and rain waters the earth,

Response: So may your spirit break through our apathy that we may be open to those in need.

Leader: As the earth must be broken for the seed to take root,

Response: So may we be broken to become fertile ground for your word.

Leader: As the seed must be broken to bring forth fruit,

Response: So may we be broken in your love and service.

Leader: As bread is broken to nourish our bodies,

Response: So may we be broken to satisfy the hunger of others.

4. Prayers of Confession

Leaders: When half of the human family is undernourished we need not look far to see the Lord hungry, to see his world torn with anguish and despair. We acknowledge our participation in the frustration of God's purpose, the disruption of the community he intended. Now we confess our responsibility. . . . Bodies are hungry Lord, deprived of adequate calories and nutrients, bloated with the ugliness of hunger, shrunken by being too hungry too long.

A Service for Bread Breaking

Response: Lord, when did we see you hungry?

Leader: Hearts are broken Lord, broken by rejection and loneliness. Hearts are hungry for words of comfort and love, for actions of care and concern.

Response: Lord, when did we see you hungry?

Leader: Minds are hungry Lord, numbed by lack of food, by lack of education.

Response: Lord, when did we see you hungry?

Leader: Eyes are hungry Lord, to see your creation whole, healed—to see governments meeting the needs of their people, to see systems functioning as if people mattered.

Response: Lord, when did we see you hungry?

Leader: The world is hungry, Lord, starved by the inequalities we help to perpetuate. The world is hungry for bread, for justice. The world is hungry for the peace that you give.

Response: Lord, when did we see you hungry?

Leader: Lord, we see around us the brokenness of our world. We have frustrated your goals and participated in the destruction of human beings and our environment. We ask your forgiveness and look for the promise of wholeness.

Response: Fill us, feed us, free us: to give as well as seek forgiveness; to heal as well as to be healed, to feed as well as to be fed. And in our freedom lead us, a reluctant people, out into service for whole lives, for a whole world.

5. Bread Breaking

A reflection by Daniel Berrigan. "When I hear bread breaking, I see something else: it is almost as if God never meant us to do anything else. So beautiful a sound, the crust breaks up like manna and falls over everything, and then we EAT; bread gets inside humans... Sometime in your life, hope you might see one starved man, the look on his face when the bread finally arrives. Hope you might have baked it, or bought it—or even kneaded it yourself. For that look on his face, for your hands meeting his across a piece of bread, you might be willing to lose a lot—or suffer a lot—or die a little, even."

6. Closing Prayer

Charles Cesaretti, National Hunger Taskforce—Episcopal Church. "Almighty God, grant us grace to share our abundance that others may live. Strengthen us to work against ignorance, injustice and indifference. Help us to heal the broken in body and spirit. Fill our hearts and minds with desire for the welfare of all people; and lead us to understand your will and to seek your kingdom and your righteousness, through Jesus Christ, our Lord.

1. Scripture reading

Isaiah 58:1-10, Acts 2:42-47

2. Meditation on bread

Bread is a nutrient, the staff of life

- a sign of companionship (Latin, *cum/panis*: with bread)

- a sign of compassion: sharing bread with the hungry. Christian bread-breaking is the sign of the Christian in the world.

3. Break bread and distribute among those present

4. Pray conversational prayer

Leader: We are sharing bread, the sign of companionship, the sign of compassion. We pray now for the Lord's help in what we are doing.

All: That we always share friendship and companionship in Christ with those present here.

Leader: That we always find the presence of Christ in those whom we serve.

All: Lord, that we always see the incarnation of your love.

(Continue with other concerns of the community)

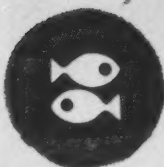
5. Closing words

Leader: (Mother Theresa's prayer) "Make us worthy, Lord, to serve all persons throughout the world who live and die in poverty and hunger. Give them, through our hands, this day their daily bread and by our understanding and love, give peace and joy."

May this bread be a sign of Your gifts to us. In sharing it, we thank and bless you. May our sharing this bread together be a sign of our desire to cooperate with you and each other to make Christ better known and served in our world.

All: Bless us through Christ, our Lord. Amen.

6. All partake of the bread.



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Scripture:

Good News for the Poor

Exodus 12-13:10—the Passover

Exodus 16-17:7—manna, meat and water in the wilderness

Leviticus 19 (esp. v. 9-10)—holiness code: leaving a portion of the harvest for the poor

Leviticus 25—the holy years: sabbatical and jubilee

Numbers 11—greed for meat (see also Ex. 16 & Ps. 78: 17-31)

Deuteronomy 8—do not forget that Yahweh brought you out of Egypt

Deuteronomy 10:14-19—The Lord secures justice

Deuteronomy 15:1-11—sabbatical year

Deuteronomy 24:10-22—doing justice

1 Kings 17:8-15—Elijah and the widow's flour and oil

2 Kings 4:42-44—feeding the multitude

Isaiah 25:6-10—the Kingdom as a feast

Isaiah 55:1-2—come to the table, without paying

Isaiah 58:1-10—the fast that is pleasing to God

Isaiah 61:1-3—sent to bring good news to the poor (see also Lk. 4:16-22)

Isaiah 65:11-25—a new heaven and a new earth (see also Rev. 21:1-4)

Ezekiel 34—the shepherds of Israel

Micah 4:1-7—they shall beat swords into plowshares (see also Is. 2:2-5)

Amos 5:21-24—let justice roll down like waters

Amos 8:4-7—oracle against swindlers and exploiters

Matthew 5:1-10—the beatitudes (see also Lk. 6:20-25)

Matthew 6:25-33—trust in the Lord's provision (see also Lk. 12:22-32)

Matthew 14:15-21; 15:32-39—feeding the multitudes (see also Mk. 6:31-44; 8:1-9, Lk. 9:10-17, Jn. 6:1-14)

Matthew 24:36-25:30—be alert for the coming of the kingdom (parables)

Matthew 25—parables of the last judgment

Matthew 26:20, 26-29—the Lord's supper (see also Mark 14, Luke 22, 1 Corinthians 11)

Luke 1:46-55—Mary's song

Luke 3:9-11—preaching of John the Baptist

Luke 10:25-37—the good Samaritan

Luke 12:13-21—the rich fool

Luke 12:32-48—to whom much has been given, much will be required

Luke 16:19-31—Lazarus and the rich man

Luke 24:13-35—Christ is recognized in the breaking of bread

John 6:25ff—the bread of life

Acts 2:42-47, 4:32—sharing in the early church

1 Corinthians 10:14-17—all who share one loaf are one

1 Corinthians 11:17-33—selfishness in the Christian assembly

2 Corinthians 8:7-15—a question of equality

2 Corinthians 9:6-15—he gives freely and frees us to give

1 Timothy 6:6-19—be rich in generosity

James 2:14-17, 26—faith without works is dead

1 John 3:17-18, 4:7-5:2—loving in deeds, not just in words

See also *Cry Justice, The Bible on Hunger and Poverty* by Ronald J. Sider (N.Y., Paulist Press, 1980), a collection of biblical teaching on the poor, possessions and justice. The passages are arranged thematically ("God's Special Concern for the Poor", "Economic Relationships among the People of God") and are supplemented with commentary and study questions.



Sermon Notes

I. Isaiah 2:2-5, 3:1-15, 65:17-18; Micah 3:1-4, 9-12, 4:1-7

The prophets envisioned God's coming Kingdom as a reign of justice, righteousness, and peace. What insights does the prophetic vision offer for the shaping of contemporary public policy? How can U.S. Christians influence their application?

The references to swords and plowshares, spears and pruning hooks in Isaiah 2 and Micah 4 represent more than the conversion of implements of war into implements of peace. Plowshares and pruning hooks are tools used in the production of food. The prophetic vision includes a world in which hunger has been conquered, where newborn babies live out their years and all are sheltered and fed. (Isaiah 65:20)

The prophetic image of swords and plowshares is richer than the frequently cited "guns and butter" image. Plowshares are tools which enable people to raise the food they need, as opposed to butter, a luxury for the rich.

The prophets understood the dreadful link between war and famine. The link applies not only when nations are at war, but when they prepare for war. Energies and resources spent stockpiling swords are thefts from the production of food.

Concerns for national security in the time of the prophets were not unlike those in our own day. The introduction of the concept of rule by kings in Israel was itself an attempt to protect the people more effectively against enemies. The resulting military and administrative hierarchy, along with the introduction of a money economy, led to social abuses and injustices against the poor. (Isaiah 3:1-15). When the prophets decried these abuses, those they accused could well have asserted that they were acting under the force of political and economic necessity, in the interests of national security. Yet Israel fell. Was Israel's fall due to a lack of military strength or was it due, as the prophets insisted, to a refusal to create a just society? (Micah 3:1-4, 9-12)

What does the experience of Israel have to say to our present situation? Can we expect that further escalation of the arms race will make us more secure? Would such an escalation come at the expense of the poor and hungry? But isn't a strong U.S. military posture essential in today's world? If our answers to these question are in tension or conflict with one another, what do we do?

The Presidential Commission on World Hunger Report (June, 1980) has called for a redefinition of national security to include the creation of conditions that will enable developing countries to address the problems of hunger and poverty. Is such a call more in accord with the prophetic insight than the insistence on an ever increasing stockpile of military hardware?

In every age God's people are called to proclaim and embody the vision of the Kingdom for their nation and its leaders. Contemporary U.S. Christians, because of the wealth and power of our nation, have a special responsibility in this regard.

As Christians we know that in Christ's death and resurrection, the Kingdom has already broken into human history and a new world is in the making. Because we know the kingdom to be both future hope and present reality, we pray for its coming as we work for its recognition. As U.S. citizens, we live under a political system that encourages citizen participation in the shaping of national priorities and policies. We can do more than denounce injustice. We can take concrete steps—sometimes as simple as writing a letter to an elected official—to oppose it. We can, if we choose, help our nation understand that there can be no national security apart from security from hunger, no peace without justice.

II. Matthew 24:36-Matthew 25

Matthew 25:31-46, the story of the final judgment, is frequently cited to demonstrate God's concern for the hungry. The straightforward question of the faithful, "when, Lord, did we ever see you hungry. . .?" can be as distressing as Jesus' response, "I tell you, whenever you did this for one of the least of my brothers, you did it for me."

This passage follows immediately after the telling of three parables, each of which illustrates that "no one knows what day and hour the Lord will come." Each deals with the responsibilities of servants—and each of us is servant before God.

What is the responsibility of the faithful servant? What can the story of the maidens tell us about the wise use of our resources and the timeliness of our response? What about the foolish steward who, not knowing the Master's purposes, refused to act because of fear?

Taken as a whole, these parables serve as both a warning against inaction or wasteful activity, and an encouragement to take bold steps, using what we have at hand. Are we asked to go through life doubting? Are we asked to live in fear, lest we squander our strength? Or are we asked to serve our sisters and brothers as we would serve the Lord? "He gave to each of us according to his ability." (Matthew 25:15)

What are the implications for us as Christians in the United States? We live in a democracy, the richest country in the world. We can act as private givers, and many do. Can we fail, however, to act as a nation? If we do not exert our influence to see that the policies of our country are just and wise, does that mean that they are done any less in our name? Can we avoid the responsibility of Christian citizenship without burying our talents?

III. Luke 10:25-37

What would the Good Samaritan have done if he had been confronted with 450 million needy persons by the wayside?

The point of the story of the Good Samaritan is fairly easy to grasp in terms of the one-to-one neighborliness illustrated in the story. Our responsibility is clear when we confront one person in need. Is it possible to translate the one-to-one scale into terms that have meaning for our response to the millions of God's people who face starvation daily?

Christians today need an ethic of love that can be expressed on a large scale. We need to find practical ways to love not only the needy person next door, but the millions we can never hope to meet and who will never know of our existence. Helping a single, identifiable individual is gratifying. That is why many of us like to earmark and individualize our gifts to charity. We like to know who we're helping, and, if the recipient of our aid knows that we are helping, then so much the better.

But, the problem of global hunger and poverty is so immense, involving many millions, that we must discover practical ways to be loving neighbors to the masses of people who are caught in the grip of poverty and hunger on a scale undreamed of in earlier periods of human history.

What clues does the story of the Good Samaritan offer in our quest? What elements must be present for such an ethic of love to develop?

1. *Awareness of need.* The Samaritan could not have helped if he had not seen the robbery victim by the wayside. Given the sophistication of modern communications and mass media, hardly anyone can help being aware

of global hunger and poverty. Given the ready availability of information from a wide variety of sources, Christians who understand God's command to feed the hungry can hardly plead that they did not know about the needs.

2. *The willingness to help.* Two others passed by the victim before the Samaritan happened along. Perhaps they considered stopping, but felt they didn't have time. Perhaps they believed they had more important things to do. Perhaps they counted the possible costs and decided not to become involved. For most people, however, the question is not really one of "having time," but rather one of priority. Where on our list of priorities do we place being neighbor to the poor and hungry of the world?

3. *The power to help.* Knowing and caring have little effect if one is powerless. The Samaritan had the power to offer assistance. He knew something about first aid. He had the money to pay the innkeeper to look after the victim. Many people today claim helplessness in the face of the enormity of the problem of hunger and poverty. One of the most frequently heard rhetorical questions is: "What can I do?" Though the problem seems overwhelming, U.S. Christians are far from powerless to address it. Pleas of powerlessness are often an excuse for inaction.

We use rationalizations to absolve ourselves of responsibility: "I didn't know." "I didn't have time." "I couldn't do anything." In this we are not so different from the lawyer who asked Jesus the question, "Who is my neighbor?" We are told that he asked the question in order to "justify himself," to make himself look good, or, at the very least, not so bad. Jesus had the lawyer answer his own question: "The neighbor is the one who helped." Jesus added, "You go, then, and do the same."

Shaping the ethic of Christian love that enables us to be neighbors on the scale required today must involve the responsible exercise of our citizenship. A Samaritan of Jesus' day had virtually no possibility of affecting government policies. Most persons in the world today are in a similar situation. U.S. citizens are blessed with a system that not only allows, but relies upon, citizen participation. Can U.S. Christians consider themselves loving neighbors to the millions if they do not use every opportunity to work on behalf of the world's poor and hungry?

Responsive Readings

IV. Matthew 14:13-21, Mark 6:31-44,
Luke 9:10-17, John 6:1-14

The only miracle recorded in all four gospels, the feeding of the 5,000 gives clear evidence of Christ's compassion for hungry people.

When confronted with the hungry crowd, Jesus asked the disciples what should be done. The disciples looked at their own limited resources and money and food, and decided they could not feed the crowd. They suggested that the crowd be sent on its way. In each account, Jesus told the disciples that they must feed the crowd, and in each the disciples responded in helplessness.

Some elements of a sermon might include:

- The size of the hunger problem overwhelmed even those who had lived, talked and listened to the Lord throughout his ministry.
- The disciples looked first to their own resources, not to the power of God.
- The people were hungry because they had spent days listening to Jesus. They were hungry because of the circumstances they found themselves in, not because they were born to be hungry.
- The disciples, even in their lack of faith, participated personally in the miracle by distributing the food and gathering up the scraps.

A Call to Worship

- Leader:** Rejoice people of God! In Christ there is hope and peace.
- People:** But how can we rejoice? The world is full of hunger, agony, conflict, pain.
- Leader:** Rejoice people of God! The victory is won in Christ.
- People:** But how? Our brothers and sisters cry out for justice, for love, for food.
- Leader:** Rejoice people of God! For in God there is justice and love. He is the source of everything.
- People:** But how? The problems are big and the injustice overwhelming.
- Leader:** Rejoice people of God! For in you Christ lives and all things are possible.
- All:** Rejoice! We are God's tools of justice and love. Through him we can work for peace and feed one another.

A Responsive Reading from the Psalms

- Leader:** All you that are righteous, be glad because of what the Lord has done. Praise him, all you that obey him!
- People:** The Lord will be king forever! God will reign for all time! Praise the Lord!
- Leader:** The words of the Lord are true, and all his works are dependable.
- People:** The Lord loves what is righteous and just. His constant love fills the earth.
- Leader:** The Lord frustrates the purposes of the nations; he keeps them from carrying out their plans.
- People:** But *his* plans endure forever. *His* purposes last eternally. Happy is the nation whose God is the Lord!
- Leader:** A king does not win because of his powerful army. A soldier does not triumph because of his strength. War horses are useless for victory; their great strength cannot save.
- People:** The Lord watches over those who fear him, those who trust in his constant love. He saves them from death. He keeps them alive in times of famine. We put our hope in the Lord. He is our helper and protector. We are glad because of him. We trust in his holy name.
- Leader:** Don't put your trust in human leaders, or anyone else who cannot save you. When they die, they return to the soil. On that day all their plans come to an end.
- People:** But the Lord always keeps his promises. He judges in favor of the oppressed and gives food to the hungry. The Lord sets prisoners free and gives sight to the blind. He raises all who are humbled. He loves his righteous people. He protects the foreigners who live in the land. He helps widows and orphans, but ruins the plans of the wicked.
- Leader:** His pleasure is not in strong horses, nor his delight in brave soldiers. But he takes pleasure in those who fear him, in those who trust in his constant love.
- People:** May your constant love be with us Lord, as we put our hope in you.

—from *The Bible in Today's English Version*, taken from Psalms 33, 146, and 147.

Responding to God's Goodness

All: The earth is the Lord's. Let us rejoice!

Leader: Listen now, my people, and come to me. Come to me and you will have life! (*Isaiah 55:3a*)

People: Everything that God has created is good; nothing is to be rejected, but everything is to be received with a prayer of thanks. (*1 Timothy 4:4*)

Leader: I will make a lasting covenant with you and give you the blessings I promised to David. (*Isaiah 55:3b*)

People: Those who know you, Lord, will trust you; you do not abandon anyone who comes to you. (*Psalms 9:10*)

All: The Lord cares for his creation. Let us rejoice!

Leader: You show your care for the land by sending rain; you make it rich and fertile.

People: You fill the streams with water; you provide the earth with crops.

Leader: This is how you do it: You send abundant rain on the plowed fields and soak them with water.

People: You soften the soil with showers, and cause the young plants to grow.

Leader: What a rich harvest your goodness provides! Wherever you go there is plenty. (*Psalms 65:9-11*)

People: The fields are covered with sheep; the valleys are full of wheat. Everything shouts and sings for joy! (*Psalms 65:13*)

Leader: All living things look hopefully to you; and you give them food when they need it.

People: You give enough and satisfy the needs of all. (*Psalms 145:15-16*)

All: The Lord is with the poor and oppressed. Let us rejoice!

Leader: There is no one like the Lord our God, who lives in the heights above, but bends down to see the heavens and the earth. God raises the poor from the dust, and lifts the needy from their misery. (*Psalms 113:5-7*)

People: Yes, it is God who raises the humble and gives joy to all who mourn. The Lord saves the poor from death and the needy from oppression. (*Job 5:11, 15*)

Leader: The Lord is a refuge for the oppressed, a place of safety in times of trouble. (*Psalms 9:9*)

People: Sing praises to the Lord, who rules in Zion! Tell every nation what the Lord has done!

Leader: God remembers those who suffer; God does not forget their cry, and punishes those who wrong them. (*Psalms 9:11-12*)

People: The needy will not always be neglected. The hope of the poor will not be crushed forever. (*Psalms 9:18*)

All: The Lord calls us to be servants. Let us rejoice!

Leader: Be generous and share your food with the poor. You will be blessed for it. (*Proverbs 22:9*)

People: If you oppress poor people, you insult the God who made them; but kindness shown to the poor is an act of worship. (*Proverbs 14:31*)

Leader: Defend the rights of the poor and the orphans; be fair to the needy and the helpless. (*Psalms 82:3*)

People: A good person knows the rights of the poor, but wicked people cannot understand such things. (*Proverbs 29:7*)

Leader: Treat foreigners as you would your own, and love them as you love yourselves. (*Leviticus 19:34a*)

People: Do not follow the majority when they do wrong, or when they give testimony that perverts justice. (*Exodus 23:2*)

Leader: Speak up for people who cannot speak for themselves. Protect the rights of all who are helpless.

People: Speak for them and be a righteous judge. Protect the rights of the poor and needy. (*Proverbs 31:8-9*)

All: Lord, help us love you with all our heart, soul, strength, and mind, and our neighbors as ourselves. We rejoice that we are able to love, because you first loved us; through Christ our Lord. AMEN.

A Responsive Reading

Leader: Lord, you are my God. . . The poor and the helpless have fled to you and have been safe in times of trouble. (*Isa. 25:1a, 4*)

People: But now I will come, says the Lord, because the needy are oppressed and the persecuted groan in pain. I will give them the security they long for. (*Ps. 12:5*)

Leader: When that day comes. . . poor and humble people will once again find the happiness which the Lord, the holy God of Israel, gives. (*Isa. 29:18a, 19*)

People: The needy will not always be neglected; the hope of the poor will not be crushed forever. (*Ps. 9:18*)

Leader: When my people in their need look for water, when their throats are dry with thirst, then I, the Lord, will answer their prayer; I, the God of

Israel, will never abandon them. (*Isa. 41:17*)

People: I will satisfy her poor with food. (*Ps. 132:15b*)

Leader: Sing to the Lord! Praise the Lord! He rescues the oppressed from the power of evil men. (*Jer. 20:13*)

People: If in any of the towns in the land that the Lord your God is giving you there is a brother in need, then do not be selfish and refuse to help him. Instead, be generous and lend him as much as he needs. (*Deut. 15:7-8*)

Leader: When you harvest your fields, do not cut the grain at the edges of the fields, and do not go back to cut the heads of grain that were left. Do not go back through your vineyard to gather the grapes that were missed or to pick up the grapes that have fallen. Leave them for poor people and foreigners. I am the Lord your God. (*Lev. 19:9-10*)

People: Every third year, give the tithe—a tenth of your crops—to the . . . stranger, the orphan, and the widow, so that in every community they will have all they need to eat. (*Deut. 26:12*)

Leader: Listen to this, you that trample on the needy and try to destroy the poor of the country. (*Amos 8:4*)

People: Let justice flow like a stream, and righteousness like a river that never goes dry. (*Amos 5:24*)

Leader: The kind of fasting I want is this: remove the chains of oppression and the yoke of injustice, and let the oppressed go free. Share your food with the hungry and open your homes to the homeless poor. (*Isa. 58:6, 7a*)

People: My heart praises the Lord; my soul is glad because of God my Savior . . . he has filled the hungry with good things, and sent the rich away with empty hands. (*Luke 1:46, 47, 53*)

Leader: The Spirit of the Lord is upon me, because he has chosen me to bring good news to the poor. He has sent me to proclaim liberty to the captives and recovery of sight to the blind, to set free the oppressed and announce that the time has come when the Lord will save his people. (*Luke 4:18-19*)

People: Happy are you poor; the Kingdom of God is yours! Happy are you who are hungry now; you will be filled! Happy are you who weep now; you will laugh. (*Luke 6:20b-21*)

Leader: Watch out and guard yourselves from every kind of greed; because a person's true life is not made up of the things he owns, no matter how rich he may be. (*Luke 12:15b*)

People: There was once a rich man who dressed in the

most expensive clothes and lived in great luxury every day. There was also a poor man named Lazarus, covered with sores, who used to be brought to the rich man's door, hoping to eat bits of food that fell from the rich man's table. (*Luke 16:19-21a*)

Leader: I was hungry and you fed me, thirsty and you gave me drink. (*Matt. 25:35a*)

People: There was no one in the group who was in need. Those who owned fields or houses would sell them, bring the money received from the sale, and turn it over to the apostles; and the money was distributed to each one according to his need. (*Acts 4:34-35*)

Leader: Do not forget to do good and to help one another, because these are the sacrifices that please God. (*Heb. 13:16*)

People: This is how we know what love is: Christ gave his life for us. We too, then, ought to give our lives for our brothers! If a rich person sees his brother in need, yet closes his heart against his brother, how can he claim that he loves God? My children, our love should not be just in words and talk; it must be true love, which shows itself in action. (*1 John 3:16-18*)

Leader: After this I looked, and there was an enormous crowd—no one could count all the people! They were from every race, tribe, nation, and language, and they stood in front of the throne and of the Lamb. . . . (*Rev. 7:9a*)

People: Never again will they hunger or thirst; neither sun nor any scorching heat will burn them, because the Lamb, who is in the center of the throne, will be their shepherd, and he will guide them to springs of life-giving water. And God will wipe away every tear from their eyes. (*Rev. 7:16-17*)

—from *the Good News Bible, The Bible in Today's English Version*

A Prayer for a New Beginning

All sing: *Someone's crying Lord, Kumba yah.
Someone's crying Lord, Kumba yah.
Someone's crying Lord, Kumba yah.
O Lord, Kumba yah.*

Leader: Someone's crying Lord, somewhere.
Someone is really millions,
Somewhere is many places.
They are crying tears of suffering,
And of empty stomachs.
Tears of weakness and disappointment,
Tears of strength and resistance.
Tears of the rich and of the poor.

People: Someone's crying Lord.
Redeem the times
And bring us to a new beginning.

All sing: *Someone's dying Lord, Kumba yah.
Someone's dying Lord, Kumba yah.
Someone's dying Lord, Kumba yah.
O Lord, Kumba yah.*

Leader: Some are dying of hunger and thirst.
Some are dying because
Others are enjoying
Too many unnecessary,
Superfluous things.
Some are dying because
People go on exploiting one another.
Some are dying because structures
And systems crush the poor
And alienate the rich.
Someone's dying Lord,
Because we are still not willing
To make a choice, to be a witness, to act.

People: Someone's dying Lord.
Redeem the times,
And bring us to a new beginning.

All sing: *Someone's shouting Lord, Kumba yah.
Someone's shouting Lord, Kumba yah.
Someone's shouting Lord, Kumba yah.
O Lord, Kumba yah.*

Leader: Someone's shouting loud and clear.
Some have made a choice.
Some are taking a stand,
Offering their very existence in love,
To fight death surrounding us,
To wrestle with the evils
Which we use to crucify each other.

People: Someone's shouting Lord.
Redeem the times,
And bring us to a new beginning.

All sing: *Someone's praying Lord, Kumba yah.
Someone's praying Lord, Kumba yah.
Someone's praying Lord, Kumba yah.
O Lord, Kumba yah.*

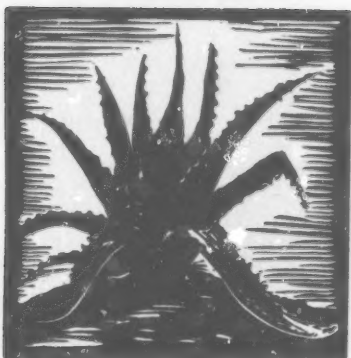
Leader: Someone's praying Lord.
We are praying in tears and anguish.
In frustration and weakness,
In confusion and longing.
We are praying in strength and endurance.
We are shouting and wrestling,
As Jacob wrestled with the angel,
He was touched,
Was marked,
Became a blessing.

People: We are praying Lord.
Spur our imagination.
Sharpen our will.
Through Jesus Christ
You have let us know
Where you want us to be.
Help us to be there now.
Be with us, touch us, mark us,
Let us be a blessing.
Let your power
Be present in our weakness.
Someone's praying Lord.
Redeem the times,
And bring us to a new beginning.

All sing: *Someone's singing Lord, Kumba yah.
Someone's singing Lord, Kumba yah.
Someone's singing Lord, Kumba yah.
O Lord, Kumba yah.*



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Bread for the World Educational Fund
32 Union Square East
New York, New York 10003

Voices from the Quiet

A Chancel Drama

Voices from the Quiet is prepared by Bread for the World for use in churches, either during a worship service or at a family night dinner or other church gathering. It runs about 15 minutes. The Narrator may be the pastor or another designated person. Though designed with the entire congregation in mind as the Chorus, two or three persons may read the Chorus parts in smaller settings. A further variation might be to designate a group of women, a group of children, and other mixed groups to take the appropriate Chorus parts. The play is designed for use with the BFW bulletin insert, We Are the Hungry.



Narrator: Today we present a short play entitled *Voices from the Quiet*. The cast is made up of two people, plus a chorus. You and I will be the chorus. Using the bulletin insert entitled *We are the Hungry*, we will read each section at its appropriate time. You will know the appropriate times when you see me stand up. In a moment, two people will enter. They will be totally unaware that the rest of us are here. Until the time comes to read our parts, let's remain very quiet and not disturb their conversation.

Enter Actor 1 and Actor 2 from the rear. They stroll down the aisle talking quietly together. Actor 1 carries a church bulletin picked up at the door. When they reach a point about mid-way down the aisle, they begin the following dialogue in voices loud enough to be heard clearly.

Actor 1: We must be early. Nobody else has arrived yet.
Actor 2: It certainly is quiet in here.

Actor 1: It certainly is. I don't know *when* I've seen the church this quiet. I guess everybody will be along soon. It's almost time to begin. *(Looks at watch)*

Actor 2: *(Also looking at watch)* My watch must be fast. I thought it was already time.

Actor 1: *(As they reach the chancel area)* Wonder what the sermon will be about today.

Actor 2: I don't know. I wasn't here last Sunday. You've got the bulletin there. Why don't you look and see?

Actor 1: *(Looking at the bulletin)* Looks like we're going to hear about world hunger.

Actor 2: World hunger? Just between you and me, I'd

rather hear about something else. Thinking about hungry people makes me uncomfortable.

Actor 1: Uh-huh. I know what you mean. Have you ever been hungry?

Actor 2: Sure. Haven't you?

Actor 1: Sure. But I mean *really* hungry. I mean, like going without food for days at a time.

Actor 2: No, I've never had to do that. I went on a diet once, but the refrigerator was always near.

Actor 1: I *fasted* for a couple of days last year, but I always knew I could get food if I really wanted it.

Actor 2: I guess we really *don't* know what it's like to be hungry — I mean, *really* hungry. I wonder how many people there are in the world who are *really* hungry?

Actor 1: I don't know, but I'll bet there are thousands and thousands. Might even be close to a million.

Chorus:

We are the hungry. We number more than 450 million. We are one out of every eight people on the face of the earth. We suffer from chronic undernutrition. We are *permanently* hungry — that is, we never get enough calories to make a normal life possible. Many of us are slowly dying, and our numbers are increasing.



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Actor 2: *(Looking puzzled)* Did you hear something?

Actor 1: No. But I was just reading here in this bulletin insert that there are nearly half a billion hungry people. Here. See? *(Gives insert to Actor 2)*

Actor 2: *(Looking at it, still puzzled)* An eighth of the human race! That's every eighth person in the world!

Actor 1: That's really hard to believe, isn't it? It's almost too much to take in.

Actor 2: You know, I think it's having to deal with such huge numbers that makes me uncomfortable about the whole thing.

Actor 1: What makes me uncomfortable is knowing that every one of those numbers represents a human being.

Actor 2: *(Looking at the bulletin insert)* That's what I mean. Every number is a flesh and blood person. They're all men, women, children.

Chorus:

We are children. More than half the world's hungry are children. Three-fourths of all those who die as a result of hunger are children. Over 100,000 of us go blind each year from lack of vitamin A.

Actor 1: Who said that?

Actor 2: Who said what?

Actor 1: Didn't you hear somebody mention children?

Actor 2: You just did. And it says here *(Looking at the bulletin insert)* that more than half the people in the world who suffer from malnutrition are children. Look. *(Passes insert to Actor 1, pointing to passage)*

Actor 1: *(Looking at insert)* You know, it really makes me angry to think of people letting little children suffer. It's one thing for a grown-up to be deprived. Grown-ups have a better chance of doing something to help themselves. But children! Children are so helpless.

Actor 2: I hope they don't show us pictures of babies with bloated stomachs today. I can't stand that.

Actor 1: Neither can I. But if that's the reality, maybe we ought to look at the pictures. What if they were our children? Ours and the children we know? Imagine if the pictures were theirs.

Actor 2: I don't want to think about it. You'd think their mothers would do something. What mother is going to sit by and watch her child starve to death?

Actor 1: Very few — if they can do anything about it. My guess is that if there are lots of hungry children, there are plenty of hungry women, too.

Chorus:

We are women. More of us are affected by hunger than men. Cultural traditions in many countries cause us to be the last fed. Legal restrictions inhibit our attempts to support ourselves. When we find work, we often earn only 60 percent as much as men for the same tasks. We, who provide more than half the agricultural labor in developing countries, are the last to enjoy the fruit of our labor.

Actor 2: What did you say?

Actor 1: I didn't say anything. I was just reading about the plight of hungry women.

Actor 2: I was sure I heard somebody say something about women.

Actor 1: You did. I just said I was reading about women. Here. Look. *(Passes insert to Actor 2)*

Actor 2: Oh. *(Reading)* I didn't know that half the farmers in the world are women. It's hard to imagine a farmer going hungry.

Actor 1: I guess all kinds of people can be victims of hunger, even the ones who grow the food.

Actor 2: But why are there so many hungry people? Do they have to be hungry? *(Quietly reads insert)*

Chorus:

We are poor. Most of us who are victims of hunger live in developing countries, where the average yearly income per person is about \$700. Our poverty is one of the principal reasons we are hungry. Another reason is lack of opportunity. More than 450 million of us who live in developing countries cannot find full employment. When we do find work, we are limited by lack of skills and training.

Actor 1: Didn't you hear that?

Actor 2: What?

Actor 1: That humming sound. Almost like voices from far away. Listen!



Actor 2: (*Listens*) I don't hear anything. Only the quiet. Look. (*Holds insert out to Actor 1 who takes it and looks at it*) It says in the bulletin that people are hungry because they are poor.

Actor 1: I can understand that. It takes money to buy food. The world could be full of food, and a person could still go hungry.

Actor 2: I hear there is enough food being grown in the world right now to feed every hungry person. The problem is distribution. People who can afford it buy the food. Those who can't, go hungry.

Actor 1: It's the same all over. With the price of food constantly going up, it's hard for people to make ends meet. I know it is for me. What *must* it be like in the poorer countries!

Actor 2: I know. It must be terrible being poor in a developing country. Even with inflation, at least nobody in *this* country has to go without food.

Actor 1: What makes you so sure?

Actor 2: Don't we have all kinds of government programs to see to that?

Chorus:

We are the poor in the United States. We are native Americans, the rural poor, victims of the ghetto. We are women, children, older people. Many of us are hungry. Many more are undernourished. More than 29 million of us live below the poverty line. Another 30 million are near it. What is worse, our ranks are swelling. At a time of national economic crisis, the government is cutting back on food and assistance programs, and hunger is increasing.

Actor 2: You know that buzzing sound you mentioned earlier? I think I just heard it, too. Did you?

Actor 1: No. But I was just reading in the bulletin here some very disturbing statistics about hunger and poverty in our own country. (*Points to passage in insert*)

Actor 2: (*Taking insert and reading*) You know, all this seems familiar somehow.

Actor 1: It's incredible how much we take for granted, you and I. We feel the pressure of inflation. We complain about the price of things. But at least we know where our next meal is coming from. It's hard to realize that there are people all around us who don't.

Actor 2: Yeah, it's a real shame.

Actor 1: You said it! It's a real shame that anyone in this country has to go hungry. There ought to be something we could do.

Actor 2: There ought to be something we could do about hunger — period! Both at home and around the world.

Chorus:

We are the hungry. We get sick too often and die too soon. Whether we live in the United States or in Africa, Asia, or Latin America, we are the people behind the overpowering statistics. We suffer and die because we do not enjoy a basic right that most of the developed world takes for granted: the right to a nutritionally adequate diet. We do not come begging. We want the opportunity to work our way out of hunger and poverty. And we need your help.

Actor 2: There! You *must* have heard that. It sounded like voices. They were asking us to help.

Actor 1: You know, I almost think I heard them, too. Though maybe "heard" is not the right word. It's more like I "felt" them — a great cloud of witnesses surrounding us.

Actor 2: I feel as if the poor of the world are all around us, and they're looking to us for help.

Actor 1: Doesn't the Bible say something about God calling to people through the voices of the poor?

Actor 2: Do you think maybe God has been speaking to us — you and me — right here in this empty church?

Actor 1: I'm sure God speaks more often than we listen. And speaking of "empty church," people are beginning to come in. Look, the seats are filling up. Must be about time for church to start. We'd better find a place to sit down.

Actor 2: Wait! We've still got a few more minutes. I want to know what we can *do* about hunger. I feel I can't rest as long as one person is without food — as long as a single child goes to bed hungry. What can we do?

Actor 1: Well, we might pray about it.

Chorus:

As Christians, we can pray. If we take Christ's message seriously, we will reflect our concern for the hungry in our life of faith. We should pray for the hungry, and we should pray for ourselves — for the strength and wisdom to know how to respond in love to their needs.



Actor 2: I know prayer is important. But it's not enough simply to pray for the hungry and then forget about them. I want to get at the causes of hunger.

Actor 1: Well, we've made a beginning. Perhaps you and I could do some further study about hunger and what's at the root of it.

Chorus:

As Christians, we can learn about hunger.

The causes are many and complex. Our response must address not only the short-term needs of acute hunger, but the basic causes of poverty. The more we learn about why people are hungry, the better we will be able to respond.

Actor 2: O.K. We'll get together to study. But the two of us alone won't get very far. We need to get lots of others studying along with us.

Actor 1: We'll form a study group and get some others interested.

Chorus:

As Christians, we can inform others.

Except in times of famine or war, hunger is rarely covered by the media. Yet hunger is a basic fact of life for more than one-eighth of the earth's people. If we are to make an impact on hunger, we must reach out to our friends, our families, and others in our church to let them know their help is needed.

Actor 2: That sounds good to me. But, wait! Praying and studying and talking to others still won't get the job done. We need to do something.

Actor 1: Maybe we can get the church to take up more special offerings to help the hungry.

Chorus:

As Christians, we can give of our substance.

Many of us, either individually or through our church, already contribute time, money and surplus goods to help the hungry. But if we are to meet the challenge of hunger, we need to do more. We need to share of our substance, not just of our surplus.

Actor 2: Right! We can share more — individually and through the church. But is that enough? Will that really get the job done? There are so many hungry people. And some big changes have to occur if they are to escape the poverty which keeps them hungry.

Actor 1: Maybe we can get our national leaders involved. After all, in this country, we can have a say in what our leaders do in our name.

Chorus:

As Christians, we can speak out on behalf of the poor.

Hungry people in our own country and around the world are affected by public policies that can either help or hurt them. But they have no voice in the halls of power. If their rights are to be respected, we must use our gift of citizenship to speak out on their behalf. Our officials need to hear from us as they shape the policies that affect the poor and the hungry.

Actor 2: But would they listen? Would they bother? Sure, we could write some letters and raise our voices. But who listens to voices?

Actor 1: We do.

Actor 2: (Laughing) Maybe you're right. It's certainly worth a try. Now I think we'd better find a seat. Church is about to begin.

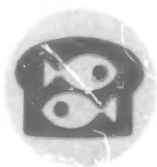
Actor 1: Right. Let's sit down. Maybe we'll learn something today.

Here may follow a brief presentation by the narrator of some specific responses people can make as individuals and as a church. For example, people might be invited to consider membership in Bread for the World. Free membership folders are available in quantity from Bread for the World's national office. Additional copies of this play are available for 10¢ per copy or \$10 for 100. The bulletin inserts, We Are the Hungry, are available at \$5 for 100. Order from: Bread for the World, 802 Rhode Island Ave. N.E., Washington, D.C. 20018.



“Someone who sits down and writes a letter about hunger . . . almost literally has to be saving a life . . .”

—Paul Simon
U.S. Representative



**A Guide to
Effective Letter Writing
On Hunger Issues**



Only one out of every 10 U.S. citizens ever writes a letter to his or her congressional representative, senator or to the President. The other nine remain silent for reasons such as "congresspersons don't read their mail" and "one letter won't make any difference anyway". The experience of Bread for the World has proved these notions incorrect.

In fact, mail is more important to today's congressperson than ever before. The issues a legislator deals with continue to increase both in complexity and sheer number. And unlike members of Congress in the days of Calhoun, Webster and Lincoln, our legislators rarely spend more than 60 days a year in their home states and often go to Washington representing 10 times more people than their predecessors.

Congresspersons are the first to acknowledge the increasingly important role played by letters from their constituents:

"My mailbag is my best 'hot line' to the people back home. On several occasions a single, thoughtful, factually persuasive letter did change my mind. . ."

Morris Udall
Representative from Arizona

"Someone who sits down and writes a letter about hunger . . . almost literally has to be saving a life. . ."

Paul Simon
Representative from Illinois

One representative even takes letters with him to the House and then decides which way to vote.

Bread for the World is a grass roots lobbying movement that uses letters as the primary tool in shaping legislation. For example, an estimated 250,000 letters were generated in support of the Right-to-Food bill. As a result, this resolution was voted out of the committee where it had been held up and was passed by both the Senate and the House.

Rules of Thumb

Obviously, not every letter will change public policy, but one that is well-written is more apt to interest, encourage and motivate your representatives. Use the guidelines that follow when applicable. No letter will necessarily contain all the suggested elements.

- Be reasonably brief. Rarely should a letter exceed one full page.

- Write your own views in your own words. Little attention is given to a letter which looks like the product of a mail campaign.

- Use stationery with a letterhead, if possible. Be certain your address is on the letter as well as the envelope. Write legibly and spell names correctly.

- Ask for a specific legislative action. Concentrate on one issue per letter. Don't make a shopping list.

- Be considerate. Keep in mind the constraints of the legislative process and the desires of other constituents. Don't threaten or demand; request your representatives' consideration of your views.

- Be constructive. If a bill addresses a legitimate problem but proposes the wrong solution, express this and then go on to give your view as to the correct approach.

- Make your letter timely. Write soon after a bill is introduced to alert your representative to its existence. Write just prior to subcommittee hearings or full committee and floor votes to suggest appropriate action.

- Target your letters. Find out what committees and subcommittees your representatives serve on. Letters to members of a committee considering a bill are often most important. An estimated 90 percent of the bills pass on the floor in the same form that they come from committee.

- Act as a resource person. On occasion, you will be writing on a subject about which you have greater knowledge or access to information than your representative. Share such information by sending background papers and newspaper articles.

- Consult your BFW monthly newsletter. You will find the numbers and descriptions of bills and updates on their progress in the legislative process.

- Thank your representatives and their legislative aides when you approve of their actions. Statements of disappointment and hopes for future support should also be expressed.

Alternative Means of Communication

Publicize the positions, favorable and unfavorable, that your legislators have taken. This can involve many forms of public discussion and education such as letters to your local newspapers, discussions in your church groups and community forums. You can order a Media Kit from Bread for the World that will help you in doing publicity.

Writing a letter is the first step in building an ongoing relationship with your representatives and fulfilling your responsibility as a citizen. The next steps are:

Sending a Telegram. This is a good attention-getter, especially right before a key vote. They are usually counted simply for and against, so make them brief, concise and include the bill number.

Western Union Personal Opinion Grams, which can be sent only to elected officials, have a 20-word limit, are delivered to the White House or Congress the day they are sent, cost \$4.45.

Mailgrams are delivered the next day and cost

Making a Telephone Call. This is most effective prior to key votes and also offers the possibility of engaging in a dialogue. Dial (202) 224-3121 to reach any representative or senator in his/her Washington office. If it is not possible to speak directly with your congressperson, ask to speak to the legislative assistant (L.A.) who handles the legislation you are concerned about.

Making a Personal Visit. This is the most effective means of contact. A visit can be arranged for the local or Washington office. Write or phone in advance requesting an appointment. Specify what you wish to discuss. You can contact your Bread for the World regional coordinator in the Washington, D.C., office if you want help in planning your visit or reviewing issues.

Arrive prepared. State your views and the action you desire. Seek an expression for or against your position. If you expect to share the results of the meeting with others, including the press, make this clear.

Follow the visit with a letter of appreciation, briefly restating your position and any commitments made at the time of your visit.

This pamphlet was prepared by Bread for the World, a Christian citizens lobbying organization concerned with legislation that will alleviate domestic and international hunger.

Suggested Format

President.....
The White House
Washington, DC 20501

Representative.....
House Office Building
Washington, DC 20515

Senator.....
Senate Office Building
Washington, DC 20510

Dear Senator...:

Dear Representative...:

Dear President...:

Begin with a commendation on a past vote or speech.

Identify the legislation clearly. Give the bill number (and title and author if known) and the stage of the bill in the legislative process. Do not assume the legislator will know the bill you are writing about.

State your reason for writing. Personal experience is the best supporting evidence. Explain what effect the bill will have on you, your community, or your state. If available, offer documented evidence or statistics in support of your views.

Raise questions; they are more likely to encourage a response. The more challenging your letter, the better chance of reaching someone of influence, thus avoiding a routine response or form letter.

Thank you for your consideration of my views.

Sincerely,

A Concerned Citizen

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789 Tenth Avenue
New York, NY 10010

Senator Daniel P. Moynihan
Senate Office Building
Washington, D.C. 20510

Dear Senator Moynihan:

Congratulations on your remarks on the "Meet the Press" television program of May 21, 1978, regarding world food production and global hunger.

As you may be aware, the proposed International Development Cooperation Act of 1978 (S2420), which would overhaul the U.S. aid program, appears to be stalled in the Senate. This bill would provide an opportunity to rewrite U.S. food and development assistance policy for the first time since 1961.

Present legislation needs clarification of purpose, stability of supplies, and reorganization of its administration. S 2420 would, among other things, put all forms of food and development assistance under one new agency, thus improving coordination of the programs. It would also enable the new agency and its director to represent global hunger and poverty concerns in the administration when U.S. economic and foreign policy is hammered out.

Do you not agree that the reorganizing of U.S. food and development assistance programs would be an important factor in overcoming hunger in the world?

I urge you to sponsor this bill (S 2420) and to encourage the appropriate committees to use it as a framework for rewriting our assistance programs.

Sincerely,

Jane Haskins

Xavier High School
30 West 16th Street
New York, NY 10011

Representative S. William Green
House of Representatives
Washington, D.C. 20515

Dear Representative Green:

I have noticed that you have continually supported the positions taken by Bread for the World. I want you to know that at least this constituent is impressed by this fact and that I appreciate your expressed concern for the eventual solution to the problem of world hunger.

Sincerely yours,

J.F. Donnelly, S.J.

1901 Arlington Road, S.W.
Roanoke, VA 24015

Representative M. Caldwell Butler
House of Representatives
Washington, D.C. 20515

Dear Representative Butler:

While I realize that you are not a member of either the House Agriculture Committee or the House Foreign Affairs Committee, I am writing asking that you support the movement of the Food Security Act (HR 3611/12) out of committee into final passage.

The passage of this legislation would not only serve to establish a food reserve needed as protection against famine caused by natural disaster, but it would provide a stable base for the use of grain purchased by the United States Government as a result of the cancellation of grain contracts with Russia. Passage of this legislation at this time would be both morally and economically sound.

Any attention you can give to this matter will be deeply appreciated.

Sincerely,

William E. Pauley

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bread for the world
802 rhode island ave. n.e.
washington, d.c. 20018

ACTION PACKET

We recognize hunger as a central issue of social justice for at least another generation. If we are to be faithful to our Lord, our concern for the hungry cannot be a passing interest. It cannot be something we did last year as if that took care of our responsibility for the hungry.

In order to integrate concern for the hungry more effectively into the school program we recommend the formation of a BFW group within the school. The group should be an on-going learning experience for all as well as planning and action committee.

There should be a variety of events during the year. These include an offering of letters, special worship services, a day of fast, a walk for the hungry, and periodic letter writing campaigns on issues targeted by BFW at a particular time, and responses to the needs of hungry people in one's area through canned food drives and making available information about food stamps.

The materials contained in this packet are meant as aides for you to use so as to keep Christian concern for the hungry an integral part of the life of the high school student community. Included in the packet is a copy of Worship Aids II which contains prayer services for your use. There are several pieces that you could use for promoting awareness about hungry people and what Christians are doing to respond to hunger as a public policy issue. These include the basic BFW brochure, "They Are Hungry," "I Was Hungry," and "Hunger And Public Policy" and the BFW Citizen Action Network Brochure. Any one or all of them could be useful to you in organizing hunger events among high school students. There is also a variety of organizing pieces which help you to think through various programs you might undertake with students.

LOCAL B.F.W. GROUP

A local Bread for the World group in a school is composed of students, faculty and staff of the given school. As a group they seek to keep concern for the hungry as an integral part of the life of the whole school community. The group should have at least one membership in Bread for the World so as to receive the monthly newsletter.

FUNCTIONS OF B.F.W. LOCAL GROUPS

WORSHIP Bread for the World roots its programs in the Gospel, and this should be reflected in the life of the Local Group. Worship is one way to reflect this grounding. Through worship, Local Groups can find a staying power for the struggle that will sustain them long after others have become discouraged or have moved on to the "next issues". BFW Worship Aids provide some models. Other forms and styles of worship appropriate to our task will naturally grow out of the life of the group.

STUDY A regular and disciplined program of study is a vital part of the life of a local group. BREAD FOR THE WORLD by Arthur Simon and THE EARTH IS THE LORD'S edited by Mary Evelyn Jegen could be useful resources for the local group. In addition to these books there are a variety of resource materials available from either Bread for the World or Bread for the World Educational Fund.

ACTION Local Groups undertake a variety of tasks important to the national movement and vital to hungry people, most of which relate to at least one of the following categories:

- (1) Citizen Advocacy--- working as a group contact and influence legislators and other government leaders on BFW targeted issues and legislation.
- (2) Community awareness-building--- the outreach effort whose primary goal is to get others in the school community involved in hunger issues. This might include articles in the school newspaper, special prayer services, poster displays, special movies, days of fast, etc.
- (3) Local hunger action---determining who the hungry people are in your area and developing or linking into projects to aid them. This may include counselling on food stamps and child nutrition programs, as well as more direct food aid efforts.
- (4) BFW Membership-building--- extending the movement by encouraging others to become Bread for the World members.

OFFERING OF LETTERS

WHAT IS IT ?

The offering of letters is an invitation to Christians across the country to join together in writing letters on a specific issue targeted by BFW to do this as an offering of our citizenship.

In 1975-1976, BFW members launched a successful nationwide offering of letters campaign which brought about a far-reaching declaration of intent: The right to food, declared the Congress, "shall be a fundamental reference point in the formulation and implementation of U.S. policy in all areas which bear on hunger."

In 1976-1977, as a national follow-up to the Right-To-Food victory and to the 1974 World Food Conference, individuals in churches across the land engaged in another successful campaign, this time with their sights set on the establishment of a world food reserve.

Information on the current offering of letters will be provided by BFW in September.

PUBLICIZE

Publicity and preparation are essential to the effort. For a successful offering you should announce the project several weeks in advance in the faculty bulletin and school newspaper. You may want to use such avenues as:

- | | |
|--|-----------------------------|
| a) banners and posters | d) school assemblies |
| b) faculty meetings | e) special worship services |
| c) religion and social studies classes | |

EDUCATE

The ideal means of education would be to train a group of student leaders (the school's BFW group, social action committee, student council) to do the education of students. Discuss the targeted issue and how to present it to students as well as what an offering of letters is. The student leaders might

work on their presentations and then critique each other, coming up with the best presentation. Then a way should be devised to get the information around. In one school the student leaders gave ten minute presentations in religion classes several weeks before the actual offering.

OFFER

The offering can take place on any school day. (The flyer explaining the offering should be distributed some time before that date.) Students and faculty should write their letters at home and then bring them to school. It is important that the letters be personal. Whenever possible the offering itself should be part of a worship service. The letters may be placed in a special offering basket or gathered in a procession or in some other manner. In one school, a procession to the mailbox was incorporated into the service.

Thanksgiving has been a particularly appropriate time for an offering. You may also want to arrange a visit to your congressional representative or invite him/her to the school to discuss national food policy.

A WALKATHON

WHAT IS IT ?

An experience that lets people work together to do something practical to help the hungry. The people in a walkathon choose to walk a certain number of miles together. They ask people to sponsor them in this effort and to pay them a certain amount of money for each mile they walk. In this way walkers and sponsors do something concrete to help the hungry. It's a good project because it is a familiar idea, its manageable and it works. In areas where there are already such walks for the hungry you might want to join in with these walks.

WHAT TO DO

1. Explain the concept, i.e.-- in a school, a group of students can work on this-- going to various classes and explaining the idea of a walkathon.
2. Have an organized publicity drive. Make sign-up sheets for participants available in accessible places. Provide official sheets for participants, being sure to give one to each walker.
3. Choose a route. Clock it for distance. Be reasonable about where you decide to walk.
4. Contact your local police and inform them of your plans: day, time, route, number of participants, etc.
5. Contact the local press, radio station and television station. They will often cover an event like this or at least print a notice in their paper.
6. Be specific about the importance of collecting the money from sponsors. Stress the importance of coming through with this part of the project. The Walk is fun but its primary purpose is to raise money.
-Give people a specific date by which to return their money.
-provide specific instructions about turning in sign-up sheets, etc.
7. Provide the opportunity for prayer and worship together at the beginning of Walk.
8. Donate the money collected from the walkathon to an organization working to eliminate the causes of hunger in the world.

WHAT ONE SCHOOL DID

A high school in New York City with an active student Bread for the World group made a yearly walkathon one of their major projects. The experience was almost entirely student directed with the faculty providing the initial framework and some encouragement. Seventy-five students walked the twenty mile route the first year. The second year 150 students participated in the "Walk for Bread". In the third year 200 students walked and raised almost \$3,500. They gave the money to Bread for the World. The walkathon has helped to bring students and faculty together in a common project to raise consciousness and money for those working on behalf of the hungry.

OTHER THINGS TO DO

1. Develop a food pantry or support existing ones.
2. Turn part of the lawn area into a vegetable garden. Donate it to a church working with the poor in your community.
3. Get correct food stamp information to eligible people in the community.
4. Organize a "meals on wheels" program or assist in an already existing one.
5. Stage fund-raising events--- one school had a talent show to which they sold tickets --- they called the show H.O.P.E.-Help Other People Eat. Car washes, concerts and plays are other possible events.
6. Organize or participate in a food co-op based in the community.
7. Prepare a series of consciousness raising events in the local community to provide up to date information on hunger and world resources and Christian responses to the hungry.
8. Organize a "career day" for students which provide information about service jobs and professions.
9. Hold a "Day of Fast"--- invite students and faculty to refrain from eating for a day as an act of solidarity with the hungry. Several weeks before the event publicize the event and the value of such action. Keep it voluntary. On the day of the fast have special worship services and provide the students with an opportunity to write to their representatives on a Bread for the World targeted issue.
10. Organize a study week on hunger within the school for the whole school--- invite all departments to spend a week studying the problem of food and hunger in our world from their particular perspectives.

How to Conduct a Local Hunger Awareness Tour

1. What is a hunger awareness tour ?

A hunger awareness tour is a tour that "looks at hunger" in the community without intruding on the privacy or violating the dignity of people who may be hungry.

2. Why do a hunger awareness tour?

It is designed to focus public attention on hunger and malnutrition. A hunger awareness tour can be a useful way to let elected leaders know that we need an on-going means of hunger surveillance throughout the country.

3. How do we set up a tour ?

1. Arrange to visit several sites.
2. Recruit hunger awareness tour participants, including legislative staff and reporters.
3. Line up transportation.
4. Prepare press materials and questions.

4. What sites should be visited ?

A hunger awareness tour should visit federal food programs, emergency food banks and pantries, and health clinics which deal with malnourished people. You should arrange with the program directors, well in advance, to visit the sites and have someone speak to your group and answer questions about each program. Wherever possible, you should also request to speak with program participants who are at the site when the group visits.

The Alabama Hunger Coalition arranged a hunger awareness tour around the Montgomery area. Their goal was "that of exploring the conditions that the poor live with and the relative effectiveness of federal programs designed to relieve hunger and poverty." Below is their tour agenda which illustrates the type of places one can visit:

8:15	Bus leaves Tuskegee
9:00 - 9:30	Press conference on State Capitol steps
9:45 - 10:10	Young Forte Village - view the public housing and a day care center
10:55 - 11:30	Lowndes County Health Clinic - visit a WIC program
11:30 - 12:00	Lunch/Hayneville Food Stamp Office
12:00 - 12:30	Tour of private homes in the Hayneville area
1:45 - 2:45	Hurd Day Care Center
4:00 - 5:00	Family Day Care Homes in Tuskegee and Sojourner Housing Development
5:00 - 5:30	Closing remarks at Tuskegee City Hall

At each of the day care centers, the tour focused on the meals that were served the children under the Child Care Feeding Program.

You should be careful to respect people's privacy. The tour should not go snooping through people's refrigerators. You should only visit private homes if the group is invited by the resident.

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5. Who should participate?

The tour should have a wide mix of people, including reporters and legislative staff. The number of participants should be limited to a manageable size, say 30-50 people.

Once the sites are arranged, a letter of invitation, with the schedule attached, should be sent to elected officials. A few days later, the letters should be followed up with phone calls - especially to the Representatives and Senators. If the elected leader you have requested can not come, strongly encourage him or her to send a staff aide.

A press release, with the schedule attached, should be sent to all the newspapers and to the radio and television stations. Again, the press release should be followed up with a phone call. Try to get a commitment from the papers or stations.

The remaining participants should represent most of the denominations in town. If there are denominational leaders in town, they should be invited. A letter of invitation can be sent to a number of the churches, as well as all of the Bread For The World members in the area. Remember: the best way to get people out for an event is by telephone. If your planning committee has 6 members, each person could be responsible for recruiting 4-5 people.

6. What kind of transportation is needed?

The simplest transportation is for everyone to meet at a given site and form a car caravan - taking as few cars as possible. Another way is to arrange for a bus to drive the group around. A bus has the advantages of being inexpensive (especially if you can borrow the bus free of charge), ensuring that no one gets lost (unless the entire group does!). This allows for one person to explain the sites before the group gets there, and offers all the participants a chance to get to know one another. You may be able to borrow a bus from a church, but you will need to arrange for a driver and gas.

7. What kind of press materials are needed?

The press participants should be provided with materials that would help them write their stories. A press packet might include information on the programs being visited, fact sheets on hunger in the area, fact sheets on hunger in the U.S., information on the local Bread For The World chapter (meeting times, contact people, etc.), and a Bread For The World brochure. You may want to give a packet to all participants.

It is good to prepare a list of questions for the contact person at each site to address. You should send the questions out ahead of time if possible. The participants should ask other questions, but the prepared questions ensure that important information is not forgotten. The questions should include:

1. What does your program do?
2. Whom is it designed to reach?
3. Does it reach all those who are eligible?
If not, what percentage is reached, and why?
4. Do you ever see or know of hungry people?
5. Do you have any idea how many people in the area may be hungry?
6. Where can we get more information on who is hungry?

8. How much will it cost?

There will be some cost in printing materials. If a bus is used, there will also be gas costs. You can either ask each participant to donate a set amount, or you can simply take up a collection at the end of the tour.

Participants should be told that they are responsible for their own lunches. Your group should decide whether you want people to pack a lunch or to bring money to stop at a restaurant.

9. How should the tour be followed up?

1. If your elected officials participated, write to thank them for their participation. If they did not participate, write them about the results of the survey, including a copy of all press coverage. Encourage them to seek a method for determining hunger and malnutrition in an ongoing fashion.
2. If the press covered the tour well, write thank-you notes and a follow-up letter to the editor. If they did not, write a story yourself and submit it as soon as possible. You might also want to write an article on the planning and executing of the hunger awareness tour for state-wide denominational papers.
3. Refer to your findings and the experience when you speak before church and civic groups - especially in connection with the 1979 Offering of Letters.
4. Prepare your own bulletin insert for the Offering of Letters based on the findings of the tour. Order "How to Prepare Your Own Bulletin Insert" from BFW.
5. Send thank-you notes to all the contact people at the sites.
6. Send a copy of all the press coverage to the BFW national office.

For further assistance, contact Bread for the World, 32 Union Square East, New York, New York 10003 or (212) 260-7000.

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bread for the world
32 union square east
new york, new york 10003

How to Use the Media to Promote A U.S. Hunger Survey

1979-80

One of the most effective ways to influence your members of Congress is through the media. Most members of Congress receive their hometown newspapers regularly and get clippings on issues raised in district papers or media. The difference between a successful or unsuccessful offering of letters campaign may be good media coverage. Even if both of your senators and your representative already support the national hunger survey, media coverage can be an important way for your local BFW group to gain public exposure and credibility, strengthening it to be influential on issues which may be more controversial.

You don't have to be an expert to get your issue in the media but some simple guidelines can make your efforts more successful.

Events will form the basis of most of your media coverage. Local hunger surveys and tours provide excellent material for local media. So do local letter offerings, debates on domestic hunger and appeals by local community/religious leaders. Remember, the major purpose of media usage for the offering campaign is to publicize:

1. the need for a national hunger survey;
2. the presence of public support for such a survey.

The following are a few suggestions on using the media:

ISSUE A PRESS RELEASE. A press release is the most widely used item for press coverage. It is used for almost all media. A standard press release format is widely accepted and should be followed. Be sure to answer who, what, where, when, why and how, if they are applicable. Do not editorialize. Present the major facts of the story in the opening paragraph. Put progressively less important material in the subsequent paragraphs, so they can be cut by an editor if need be. Send the press release to the city editor and interested reporters at newspapers, editors or specific departments of magazines, local leaders or politicians who should be interested, and either the news director or the public affairs director of TV and radio stations. A press release could:

1. report on the findings of a local survey on hunger and call for a national survey;
2. release a statement by local church leaders in support of a national survey;
3. report on the introduction of a bill to set-up a national hunger survey; or
4. report the results of a local hunger awareness tour.

WRITE A FEATURE STORY. Be creative. Feature stories are not used for their news value, but for some other reason, such as human interest. You do not have to follow the strict format of a press release or a news story. Send a feature story to the feature editors of newspapers and magazines and the public affairs directors of radio and TV stations. You might write a feature story on:

1. how an offering of letters is done in one or more of your local churches;
2. how one family tries to avoid hunger;
3. an interview with your member of Congress, focusing on his/her thoughts on domestic hunger and a national survey; or
4. the nutritional impact of inflation on the poor.

PREPARE A FACT SHEET. Design the fact sheet to highlight information or news. Fact sheets can be distributed like a press release, given to press people at an event and kept by the local group as general information pieces. A fact sheet should contain the same information as a news story. Your fact sheet can provide the "facts" for a story. Send a fact sheet to city editors and interested reporters of newspapers and to the news directors of radio and TV stations. A fact sheet could present:

1. hunger statistics for your congressional district, town or state;
2. bill(s) on a national hunger survey; or
3. your Member of Congress's position on possible national legislation mandating a survey.

WRITE A LETTER TO THE EDITOR. Feel free to editorialize, but not too much. Keep your

letter short and to the point and send it to the editorial page, editors of newspapers and magazines, and the editorial director of TV and radio stations. Such a letter might:

1. mention introduction of a bill(s) mandating a national hunger survey;
2. respond to a speech on domestic social issues by a public figure;
3. respond to an article on domestic hunger; or
4. use an article or an editorial on inflation to point out inflation's nutritional impact on the poor.

SUBMIT ENTRIES FOR WEEKLY OR MONTHLY

CALENDARS. Most newspapers and radio stations have some sort of calendar. Find out the details and submit your event in plenty of time. Suggest an entry about:

1. a local hunger awareness tour; or
2. a BFW meeting on hunger.

REQUEST EDITORIAL TIME. Speak with the editorial directors of TV or radio stations whenever a supportive statement or a rebuttal on a hunger editorial is appropriate. This requires keeping up on the subjects about which the stations are editorializing. You might request editorial time if someone on the station comments on domestic hunger, poverty, unemployment or inflation--especially, but not only, if the comments seem to be unfair or misleading regarding the situation of poor people.

Of course, an editorial can also expand on positive comments made by the station--or pick up on a theme like inflation.

ARRANGE TO SPEAK ON TALK SHOWS. Most radio and TV stations have locally oriented talk shows. Identify the shows and speak with program directors about scheduling a well-informed BFW member as a guest. Ask if a guest could speak on:

1. the offering of letters campaign and why BFW is pushing for a national hunger survey;
2. hunger in the local area or USA;
3. the role of your representative and senator in combatting hunger; or
4. inflation and its nutritional impact on the poor.

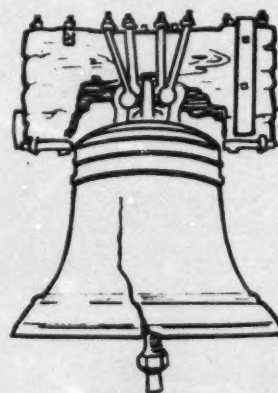
The speaker should make clear that s/he participates in a local BFW group.

SUBMIT A PUBLIC SERVICE ANNOUNCEMENT (PSA).

Radio and TV stations are required by law to provide free time "in the public interest." Ten, twenty, thirty and sixty second time periods are available. Radio stations have a lot more time available for PSA's than do TV stations. The material should be educational in nature. Do not push membership or Bread for the World. See attached sample PSA's. Submit the PSA to public service directors of TV and radio stations. You could submit a PSA on:

1. the results of a local hunger survey;
2. the results of a local hunger awareness tour; or
3. the role members of Congress should play in combatting domestic hunger.

ENCOURAGE PRESS COVERAGE OF EVENTS. If an event is worth covering, and you have given clear advance notification, often--but not always--the press will appear. Give the appropriate editors or reporters advance notice and a follow-up call a day or two before your event and encourage them to cover it. If you are expecting press people at your event, prepare a press kit including background on the local BFW group, a BFW brochure, a descriptive article on the event and extra press releases, biographies and photographs of speakers (if applicable). Hand out any other materials you think an editor or reporter might find informative.



SEND COPIES OF ANY PRESS COVERAGE you get to the New York office of Bread for the World. Thank you for remembering to do this! It really helps.

FORMAT OF A NEWS RELEASE

1. Use good quality, plain white 8 1/2 x 11" paper.
2. Always type.
3. Double space and leave wide margins (1").
4. Capitalize, center and double space the headlines.
5. Give the following information in the top left hand corner:

Your city **BREAD FOR THE WORLD**
Your name
Your address
Your phone number (include the area code)
Someone else's name and phone number in case
you cannot be reached.

6. Give the date and time for the release in the upper right hand corner, but below the identification information. A news release should say one of the following:

FOR RELEASE:
TUESDAY, May 9, 1980

or

FOR RELEASE 10:00 A.M.
TUESDAY, May 9, 1980

or

FOR IMMEDIATE RELEASE

7. Indent each paragraph five spaces.
8. Never divide a word between pages. Try to end a page with a complete paragraph or at least a complete sentence.
9. Limit the release to as few pages as possible. One or two is best.
10. Type some figures (#) at the end to show that the release does not continue.

CONTENTS OF A NEWS RELEASE

1. Answer who, what, when, where, and why in the first paragraph.
2. Limit the first paragraph to one or two sentences.
3. Make the headline an abbreviation of the first paragraph.
4. Write using a pyramid structure, proceeding from very general to very detailed. This allows an editor to leave out the latter paragraphs if need be for space reasons.
5. Write short sentences and paragraphs.
6. Spell out all numbers from one to ten and use numerals for 11 and above.
7. Use quotes to enhance your points or to include opinions. Never editorialize.
8. Include a person's full name and town of residence when first mentioned. The first mention should be "Betty Smith of Jonestown," and the following times she is mentioned she can be called "Ms. Smith."
9. Give full and exact dates. "Tuesday, May 9, 1980" instead of "tomorrow."

PUBLIC SERVICE ANNOUNCEMENT
FOR RADIO

FROM: AMES Bread for the World
(publicity contact)
(street address)
(city, state, zip)
(telephone)

DATE

U.S. HUNGER
Starting date: (day, date)
Ending date: (day, date)

FOR BROADCAST AT WILL

Time: 30 seconds
Words: 55

Hunger exists in our community. According to a recent survey, over 1000 Ames citizens suffer from undernutrition. Similar local surveys across the country are prompting Congress to consider a national survey to determine how many U.S. citizens go hungry. For a copy of the Ames survey, write Tom Jones, 100 Main St., Ames.

Sample Release

NEWS

from

AMES BREAD FOR THE WORLD

For information: Sally Smith
100 Main Street
Ames, IA 33333
(999) 100-0099

FOR IMMEDIATE RELEASE

1000 AMES RESIDENTS HUNGRY

More than 1000 Ames residents may suffer from hunger, according to a survey released by a local Christian citizens' group.

"We had no idea when we began this survey that we would find so many people without adequate food," said Tom Jones of Ames and coordinator of the survey.

"It's a crime that we have any hungry people in the middle of the corn belt of the world's most productive nation."

The survey is based on interviews with residents and social welfare workers, and on an analysis of county records. The survey was completed November 1 and was conducted by members of the local chapter of Bread for the World. Bread for the World is a national citizens' movement whose members seek government policies that address the basic causes of hunger.

"It's clear that hunger is a problem in this country," added Rev. John Smith of the First Baptist Church and local coordinator of Bread for the World. "We need a national survey to see just how bad hunger really is in this country. We hope the results of this local survey will encourage our members of Congress to support a national survey, now under consideration in Washington."

Ames Bread for the World meets on a monthly basis. The members study hunger-related issues and plan ways to use their citizenship to influence national policy and legislation on these issues. For further information or a copy of the local survey, call Tom Jones at 999-9999.

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Resources

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Books:

Bread for the World. Arthur Simon. Paulist Press, 1975. General introduction to world hunger and public policy. Foundational text for BFW members.

A Hungry World. A six-session series designed for adult education groups or for individual study. Each session contains readings and discussion material, prayer services and action suggestions.

Hunger and Global Security. Contains basic information about world hunger; the links between hunger and national security; possibilities for improving foreign aid, trade and world food security; and the biblical basis for seeking justice.

Hunger & Oppression/Justice & Hope. Collection of seven Bible studies, for individual and group use, on themes of hunger and justice.

Land & Hunger: A Biblical Worldview. Six session study guide and separate leader's manual. Each session contains materials for reading and discussion, activity suggestions as well as biblical materials for study, prayer and reflection.

Lord, Make Us Hungry. (Worship Aids II). Two worship services on the theme of human rights and needs.

Prayers for the Coming of the Kingdom. (Worship Aids III). Prayers, sermon notes and worship services reflecting concern for hungry people.

Cry Justice: The Bible on Hunger and Poverty. Ronald Sider. Ed. Brings together biblical texts pertaining to hunger, justice and the poor. Bible study questions included.

The Earth Is the Lord's. Mary Evelyn Jegen and Bruno Manno, Eds. Topics include biblical perspectives on stewardship, issues of land use, grain reserves and responses to hunger.

Farming the Lord's Land: Christian Perspectives on American Agriculture. Charles Lutz, Ed. Looks at the structure of U.S. agriculture and the manner of current farm practices.

Growth With Equity. Mary Evelyn Jegen and Charles Wilber, Eds. Essays on perspectives on theology, basic human needs and agricultural development.

Let the Earth Bless the Lord, A Christian Perspective on Land Use. C. A. Cesaretti and Stephen Commins, Eds. A resource book for the study of contemporary land use problems. Contains biblical study guides, essays and articles from a variety of sources.

North-South: A Program for Survival. The report of the Independent Commission on International Development Issues, chaired by Willy Brandt of West Germany.

The Overseas List: Opportunities for Living and Working in Developing Countries. David Beckmann and Elizabeth Anne Donnelly. Describes opportunities for working and volunteering abroad.

Rich Christians in an Age of Hunger: A Biblical Study. Ronald J. Sider. A biblical and factual discussion of the responsibility of American Christians in a time of world hunger.

To Feed This World: The Challenge and Strategy. Sterling Wortman and Ralph W. Cummings, Jr. A review of the world food crisis and a proposed solution: increasing food production, especially in developing countries. Written for the concerned citizen as well as the specialist.

The above books and resources are available from BFW Educational Fund, 802 Rhode Island Avenue, N.E., Washington, D.C. 20018.

The resources listed below are available from Bread for the World at the same address.

Election Kit—Contains a wealth of information on making hunger an election issue, with a number of practical suggestions for working

with and for candidates.

Elections 1982—BFW Background Paper on the why's and how's of election participation.

How To Do a Hunger Awareness Tour—Practical information on the what, why, and how of such a tour.

Leaven Bible Studies—Originally published in the Leaven quarterly, available in quantity on 8 x 11 1/2 sheets.

Leaven Worship Aids—Same as above. Careful reflections from the psalms, litanies, responsorial prayers.

Letter Writing Guide—Available in two forms: four page "how-to" detailed guide or a shorter bulletin insert.

Media Kit—Background and practical ideas on press releases, news articles, TV and radio shows, announcements, letters, columns, and interviews.

Offering of Letters Campaign—Practical how-to's, as well as background on the what and why of an Offering of Letters.

Other Books and Guides:

Alternatives Celebration Catalogue. Available from Alternatives Resources Center, P.O. Box 1707, Forest Park, GA 30050. Ideas, suggestions and aids to help people discover more appropriate ways to celebrate holidays and other celebrations in the midst of a world in which critical human needs go unmet. Suggestions can be adapted to chapel or worship services or large and small group activities.

Contact: A monthly leader's publication with updates and ideas for BFW activities. Available from the BFW national office. Free to one person in each group.

CROP: Organizational Guide for a CROP Hunger Walk. CWS/CROP, P.O. Box 968, Elkhart, IN 46515. Information on Church World Service/CROP, as well as about hunger itself. Then, a practical and detailed guide for organizing a walk against hunger.

Fund Raising Projects with a World Hunger Emphasis. Paul Longacre. Available from Discipleship Resources, Box 840, Nashville, TN 37202. If you're looking for group or individual activities that address Christian values and educate the participants while raising funds to fight hunger, this book will be an important guide and source of ideas. Each of the 21 projects outlined here offers a concrete achievable model for examining the interconnections between material and spiritual life, and how they relate to political and economic structures. At the same time, each is a practical example of ways to ease the burden that over-consumption puts on the environment and on our hungry brothers and sisters.

The Global 2000 Report to the President. Vol. I. "Entering the Twenty-First Century." 1980. Report prepared by the Council on Environmental Quality and the Department of State for President Carter. Study of the probable changes in the world's population, natural resources, and environment through the end of the century. Available from the U.S. Government Printing Office.

Hunger: Understanding the Crisis through Games, Dramas and Songs. Patricia Houck Sprinkle. John Knox Press, Atlanta, GA 30308. Anyone involved in hunger education and outreach will find this handbook helpful in planning or filling out a program. It describes more than fifty educational activities, including Bible and fact-finding games, lifestyle evaluations, songs for worship and fun and programs involving food settings. Most of the games work best with small groups. Many can be adapted to larger groups. The book is especially geared toward family and Sunday school orientations. Many of the games and songs in the book could, however, easily be adapted to college age use.

Kit: Fast for a World Harvest. Oxfam-America, 115 Broadway, Boston, MA 02116. Contains information about hunger and about Oxfam-America's Self-Help Projects designed to help end hunger. Practical and detailed information on how to plan and execute a campus-wide fast.

Overcoming World Hunger: The Challenge Ahead. Report of the Presidential Commission on World Hunger. June, 1980. An abridged version is available free, plus cost of postage and handling, from the BFW Educational Fund.

A Time To Dance: Symbolic Movement in Worship. Margaret Fisk Taylor. United Church Press, Philadelphia & Boston. Contains

ideas for designing liturgical dances for worship experiences.

World Food/Hunger Studies. Kimberley A. Bobo, Ed. Transnational University Program. Institute for World Order, 1140 Avenue of the Americas, New York, NY 10036. 1977. Suggestions and sample course outlines for incorporating food and world hunger problems into the college curriculum.

Books on Domestic Hunger

National Advisory Council on Economic Opportunity—Final Report. 1981. Critiques Reagan's economic policies relative to domestic hunger and poverty. For sale by Superintendent of Documents, US Government Printing Office, Washington, DC 20402.

Portrait of Inequality: Black and White Children in America. Marian Wright Edelman. Children's Defense Fund, 1520 New Hampshire Ave., N.W., Washington, DC 20036. 1980. Charts on poverty percentages and agenda for action for black children.

Poverty in the Land of Opportunity. Juanita Sandford. 1979. Collection of essays recounting experiences that poor people face in the United States. Some answers to the question, "What does it feel like to be hungry in the United States?" Rose Publishing Co., 301 Louisiana, Little Rock, AR 72201; \$9.50.

Power and Powerlessness: Quiescence and Rebellion in an Appalachian Valley. John Gaventa. Analysis of power relations in Clear Fork Valley, TN between the company which owned the coal land and the impoverished and powerless miners. University of Illinois Press, 54 E. Gregory Dr., Box 5086 Station A, Champaign, IL 61820; \$16.50.

A Quiet Revolution. John Perkins. Word Books, Waco, TX. Story of the people and work of Voice of Calvary. Evangelism that also deals with the social and economic structures that oppress people in rural Mississippi. Profoundly biblical challenge to the church to deal with every aspect of human need.

Starving in the Shadow of Plenty. Loretta Schwartz-Nobel. 1981. Documentation of hunger and starvation here in the United States. Evidence that the war on poverty has by no means been won. G. P. Putnam, New York. \$12.95.

This Land is Home to Me. A Pastoral Letter on Powerlessness in Appalachia by the Catholic Bishops of the Region. Powerful statement on the injustices facing the people and directions for action. Order from Catholic Committee of Appalachia, 31-A S. Third Ave., Prestonsburg, KY 41653. 1976.

Education for Action, No. 6. A resource listing on hunger, \$2. Available from World Hunger Education Service, 2035 P St., N.W., Washington, DC 20036.

Domestic Agriculture

Empty Bread Basket? The coming challenge to America's food supply. \$4. 1982. Available from Cornucopia Project, Rodale Press, 33 East Minor St., Emmaus, PA 18049.

The Governing of Agriculture. by Bruce Gardner. \$9.50. 1981. Available from Regent's Press of Kansas, 303 Carruth-O'Leary, Lawrence, Kansas 66045.

Simulation Games

Bread, found in Gaming. Dennis Benson. Abington Press, 201 8th St., Nashville, TN 37302. Population and food distribution—with balloons!

Ending Hunger: It's Possible, It's Happening. American Friends Service Committee, 15 Rutherford Place, New York, NY 10003. How to meet basic human needs by the year 2000. Identifies places where hunger is ending.

Focusing on Global Poverty and Development. A Resource Book for Educators. Jayne C. Millar. Overseas Development Council, 1717 Massachusetts Ave., N.W., Washington, DC. This book contains directions for two fine simulation games:

1) **World Population/Land Area/Resources/Food.** Developed by Rev. John T. Connor, campus minister at Oregon State University. The purpose of this game is to give people a sense of the distribution of the world's people, land, resources and food.

2) **The World and 37.4 Candy Bars.** Prepared by Les Stanwood. A short game which effectively introduces the disparity between distribution of population and resources. About 40 players.

Hunger: A Simulation Game. Available from Church Leadership Resources, Box 179, St. Louis, MO 63166. 12 or more players.

Hunger on Spaceship Earth. American Friends Service Committee, 15 Rutherford Pl., New York, NY 10003. Luncheon-game, ex-

periential framework to understand inequities present in world economy.

Simulation Games available from Justice and Peace Office, 305 Michigan Ave., Detroit MI 48226.

1) **Baldicer.** Deals with food production and distribution. Simple and effective. 2 directors, 20 players.

2) **Anti-Monopoly.** "Bust-the-Trust" game. Good exercise for study of corporations and multinationals. 2-6 players.

3) **Starpower.** Three-tiered society built through unequal distribution of wealth and power. 15-30 players, 2 directors.

4) **Inter-National Simulation Game.** Deals with international political systems and basic structure of international politics. 10-40 players. 10 sessions.

5) **Guns or Butter.** 5 nations: plan for defense, economic development, make press statements, negotiate with other nations. Ideal for classroom use. Can be played in a series of periods.

Plays and Skits

Voices from the Quiet: A Chancel Drama—for four people. An aid in understanding the causes of world hunger. Reprinted from *Leaven*, available from Bread for the World.

What Can I Do?—Beth Oakes. A chancel play to help a congregation become concerned about world hunger. For ten people. Available from Discipleship Resources, P.O. Box 840, Nashville, TN 37202.

Food Service Information

Nutrition 1985 Cookbook. Available from Nutrition 1985, Whitworth College, Spokane, WA 99251. \$4.50. Contains recipes and information on how to structure an alternative dining program.

Nutrition 1985 Information Kit. Available from Nutrition 1985. \$26.25. This kit includes menu planning, menus, recipes, brochures, posters, handouts and other materials to set up a program in ethical and nutritious consumption.

Recipes. Order #PR49. Available from CROP, Box 968, Elkhart, IN 46514. Contains a table grace and recipes from Korea, Hong Kong, Jordan, Jamaica, Haiti, Nigeria and Greece.

Audio-Visual Resources

Bread for the World Filmstrips:

Hunger and Public Policy. 20 mins. An introduction to the problem of global hunger and to Bread for the World. Emphasizes the public policy dimensions of hunger and suggests ways citizens can become personally involved in shaping the U.S. government policy on matters that affect hungry people.

Hunger: What I Can Do? 17 mins. Tells the story of one individual's commitment to ending hunger and of her growing involvement with Bread for the World. Illustrates the practical steps involved in public policy advocacy and how individual Christians and groups, working through BFW's citizen action network, can make a significant difference in our government's response to hunger. The narrator's story highlights various stages in her growth as a Christian citizen advocate for the hungry and in the growth of BFW as a movement.

Films: Hunger in General

Glass House: 12 mins. Color. Teleketics or Association for Instructional Materials. Allegorical film about a wealthy man surrounded by working peasants. When the crops fail, the peasants become hungry and angry. The film makes the point of the destructive nature of unrestrained affluence. Made in Sweden.

Grain of Conscience. 28 mins. Color. CROP. Produced by the Cousteau Society, this documentary looks at many of the surrounding issues and examines the thinking on the world food problem. Commentary by Paul Ehrlich, Isaac Asimov, Norman Borlaug and others.

Hunger Knows My Name. 30 mins. Color. Oxfam-America or CROP. A personal exploration of the moral and political issues connected with hunger and underdevelopment.

I Want to Live. 28 min. Color. CROP. John Denver's film sets out to lay the educational groundwork for ending hunger. It features numerous clips of interviews with concerned celebrities, political figures and experts on hunger, plus a mini-history of hunger in the world.

Tilt. 19 mins. Color. 1971. Audio-Visual, McGraw Hill Films, 1011 Camino Road, Del Mar, CA 92014. Cleverly animated film contrasting enlightened and unenlightened attitudes toward the global

split between rich and poor and various types of solutions. Excellent visual puns and symbols. Good to see it twice with discussion in between. More insights with each viewing.

Films: Development

Rich and Poor: What Can We Do? 23 mins. Color. CROP. An educational eye-opening film that explores the need for relevant developmental aid and for the rich and poor nations alike to assume responsibility for altering the systems that lead to poverty and hunger.

Sahel-Struggle for Survival. 18 mins. CRS. As the desert advances (literally) across the middle of Africa, it swallows fertile land and turns entire regions into dust bowls. Using techniques honed during years of experience, CRS teaches people to combat the longterm effects of drought. In this film about the Sahel region of West Africa, viewers see mother and child health classes, silo storage facilities and an irrigation project.

Water from Stones. 11 mins. Color. Oxfam-America. A documentary account of an Oxfam-sponsored project with the Tuareg people of the drought-stricken Sahel.

Films: Domestic Hunger

Excuse Me, America. 48 mins. Color. Phoenix Films, Inc., United Church of Christ Hunger Office, Fellowship of Reconciliation. A documentary focusing on Dom Helder Camara's visit to poverty areas in the United States. Includes talks with Mother Theresa, Dorothy Day and Cesar Chavez.

Hunger in America. 50 mins. Black & white. 1968. Mass Media Ministries. All-time classic in the field. Still powerful and relevant.

Hunger in Mississippi. 60 mins. Color 1977. WLBT-TV, 715 S. Jefferson St., Jackson, MI 39210. 601-948-3333. Documentary on hunger in Mississippi designed to expose the universal problems surrounding hunger in the United States of America.

Nutrition. 7 mins. Color. 1976. Mass Media Ministries. Examines quality of food to show how malnutrition affects affluent societies; questions nutritional adequacy of typical American diet.

To Feed the Hungry. 45 mins. Color. 1971. McGraw-Hill Films, 1221 Avenue of the Americas, New York, NY 10020. A film about hunger in America. The setting is Chicago. Documents breakdown in a city's anti-hunger campaign because of bureaucracy and indifference.

Films: Infant Formula

Bottle Babies. Infoserve, 800-251-8140. The powerful and moving film which spearheaded the Nestle Boycott.

Into the Mouths of Babies. 16 mins. Color. 1978. California News Reel or National Council of Churches Communications. A CBS Reports documentary by Bill Moyers. Scenes of Nestle Boycott activity and Senate Committee hearings of 1978 are included. Leader's guide available from NCC.

Films: Life-Style

How Do We Live in a Hungry World? 33 mins. Color. 1978. United Methodist Film Service. The film features the lives of several families who are attempting to simplify their lifestyles and, by so doing, extend their faith into deeper commitments affecting the global situations. A good presentation for those pondering how we can make a difference by the way we live.

Simplification of Life-Style. 7 mins. Color. 1976. Mass Media Ministries. Illustrates absurdity of energy, time, money spent by the affluent to obtain what is so wastefully consumed. Calls for more creative life-style based on conservation.

Films: Multinationals/Agribusiness

Controlling Interest. 45 mins. Color. 1978. California Newsreel or United Church of Christ Hunger Office. Interviews with corporate executives are contrasted with other scenes to portray alarming impact of multinational corporations on Third World and U.S. development.

Films: Public Policy

Politics of Hunger. 10 mins. Color. 1976. Mass Media Ministries. Stresses the human origins of hunger and the power of human decisions to effect solutions. Calls for bold changes in current policy.

Films: Refugees

Edge of Survival. 13 mins. Color. Produced by UNICEF. Rental Oxfam-America. A film about refugees and the existing emergency

situation in Somalia. Includes information about the involvement of UNICEF and other aid agencies in the country.

Sigalow, Town of Dust. 25 mins. Color. CROP. Sigalow (meaning town of dust) is home to 15,000 refugees in Somalia. This is a sensitive portrayal of life in Sigalow, seen through the eyes of several refugees. Produced by UN High Commission for Refugees.

Films: Third World Hunger/Poverty

Everywhere, Everywhere. 11 mins. Teleketics. 1978. Mother Theresa of India, recent winner of the Nobel Peace Prize, challenges each person to be a missionary of charity right where they live and work. She calls for the recognition of the poor in all who are abandoned, unwanted, alone. Her words and voice lend depth and compassion to the camera's impressions: first, of India's poor; second, of our own destitute and elderly. This brief film leaves a deep impression.

Films: Women in Development

3900 Million and One. 55 mins. Color. Oxfam-America. A moving presentation of the profound cultural conflicts occurring in the family life of Indian villagers as a result of development. Emphasis on women's issues.

Filmstrips/Slides: Hunger in General

Hunger Hotline. 10 mins. CROP. A new filmstrip introducing hunger facts and global issues via a talk show format. Raises and discusses myths and facts related to global hunger.

A World Hungry. 5 filmstrip series. Teleketics. Emphasizes both individual and institutional accountability. Involves the viewer in both the causes and responses to world hunger. Examines world hunger as a societal disease—one that can be cured. Kit includes leader's guide and wall chart suggesting response in knowledge, lifestyle, church action and politics.

Filmstrips/Slides: Development

Habbanasae: The Animal of Friendship. 20 mins. Purchase or rent from Oxfam-America. A documentary on the Wodaabe Fulani, a tribe of nomadic herders whose way of life in Niger was nearly destroyed by the severe drought of 1968-74. An Oxfam-sponsored project inspired by the local tradition of loaning animals to individuals in need enables the Fulani to rebuild their way of life.

Sarvodaya Shramadana. 20 mins. Oxfam-America. The story of a 22-year-old grassroots movement in Sri Lanka which is today composed of about one million volunteers working together to integrate economic development and spiritual values in rebuilding a self-sufficient rural nation. Script.

Filmstrips/Slides: Domestic Hunger

Welfare Reform: An Audio-Visual Learning Package. Series of four filmstrips. 53 mins. Available from National Conference of Catholic Charities, Suite #307, 1346 Connecticut Ave., N.W., Washington, DC 20036. Film is an educating and motivating tool for those involved in the process of changing conditions which oppress the poor in the United States, and creating a more just society. Package consists of four filmstrips and cassette tapes, study guide, action strategies booklet, League of Women Voters' booklet, "To Promote the General Welfare."

Filmstrips/Slides: Infant formula

Formula for Malnutrition. 20 mins. Service Center, United Methodist BGM, Cincinnati, OH 45237. Unethical sale of baby formula to poor mothers and the subsequent infant malnutrition in developing countries. Discusses church action in response to the issue, and raises questions about the promotion of consumerism in developing nations.

Filmstrips/Slides: Multinational/Agribusiness

Agribusiness Goes Bananas. 18 mins. 1979. Earthwork. This filmstrip show how multinational corporations and their systems of plantation farming have affected the agricultural economy and the lives of the Filipino people.

Cost of Coffee. 14 mins. CROP. This filmstrip deals with the gross inequities which international coffee corporations inflict on small coffee growers throughout the world. It is of special value to those newly initiated into the question of world hunger because it offers concrete suggestions on how to challenge the monstrous world networks perpetuating poverty and world hunger.

Food First: (1) Why Hunger? (2) Towards Food Security. 30 mins. 2 filmstrips. 1980. Institute for Food and Development Policy. 2588 Mission St., San Francisco, CA 94110. 415-648-6090. Demonstrates that the cause of hunger is not scarcity, but the increasing concentration of control over food-producing resources.

Guess Who's Coming to Breakfast? 25 mins. Produced by Packard Manse Media Project. Rent from Oxfam-America. Examines the impact of multinational corporations in the Third World. Based on the economic, political, and social effects of the Gulf and Western Co.'s activities in the Dominican Republic.

Managing the Global Plantation. 35 mins. AFSC. Slide program on how a typical, large agribusiness firm grew to control a major sector of the world's food production. Shows effect of its operations in poor countries. Questions role of corporations in the lives of those who both produce and consume food, and effects on world hunger.

Tenants in Our Own Land. Arcadia Mennonite Church, 5927 Miller St., Arvada, CO 80004. Slide program done by church workers in the Philippines about the impact of multinational agribusiness (Dole) banana operations on workers and small farmers. Interesting contrast to the theory of development espoused by multinationals.

Filmstrips/Slides: NIEO

Sharing Global Resources. 35 mins. AFSC. Subtitled "Toward a New Economic Order." Clear, documented script and attractive graphics on multinational corporations and developing countries. Uses Jamaica and Chile as illustration. Important understanding of issues in the international economic order, but may be "too strong" for many viewers. Be prepared for controversy.

Filmstrips/Slides: Third World Hunger/Poverty

When the Almsgiving Stops. 22 mins. Bullfrog Films, Inc. Focus on Bangladesh. Examines causes of hunger and lays to rest some prevalent myths.

Filmstrips/Slides: Women in Development

Thailand—Women's Development. CRS. Work of CRS with Buddhist Sisters to help women get into the economic mainstream. Women learn how to produce and market traditional crafts as well as improve the nutrition of their families.

Women's Touch. 12 mins. CROP. Women active in the fight against hunger in this country reflect on the lives of their sisters in the Third World. Detailed study guide.

Sources of Film/Filmstrips/Slides

American Friends Service Committee (AFSC)—15 Rutherford Place, New York, NY 10003.

Bread for the World—6411 Chillum Place, N.W., Washington, DC 20012

Bullfrog Films, Inc.—Oley, PA 19547 / 215-779-8226.

California Newsreel—630 Natoma, San Francisco, CA 94103.

CROP—Church World Service—P.O. Box 968, Elkhart, IN 46515.

CRS—Catholic Relief Service—Modern Talking Picture Service—Scheduling Center, 5000 Park St., N., St. Petersburg, FL 33709 813-541-6661

Earthwork Publications—3410 19th St., San Francisco, CA 94107.

Fellowship of Reconciliation—Nyack, NY, 10460 / 914-358-4601

Mass Media Ministries—2116 N. Charles St., Baltimore, MD 21218.

Mennonite Central Committee Audio-Visual Library—21 S. 12th St., Akron, PA 17501 / 717-859-1151, x 233.

National Council of Churches Communications—Rm 860, 475 Riverside Dr., New York, NY 10027.

New York University Film Library—26 Washington Place, New York, NY 10003.

Oxfam-America—115 Broadway, Boston, MA 02116.

Phoenix Films, Inc.—470 Park Ave., S., New York, NY 10016.

Teleketics—1229 S. Santee St., Los Angeles, CA 90015.

United Church of Christ Hunger Office—16th floor, 475 Riverside Dr., New York, NY 10027.

United Methodist Film Service—1525 McGavock St., Nashville, TN 37203.

BREAD FOR THE WORLD

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